Journal

LIBRARY S DELMAN
BOARD OF ADE LBR
BOOKS MAY BE KEPT
FOR TWO WEEKS ONLY

VOLUME 24 • DECEMBER, 1949 • NUMBER 10

Photo Courtesy Tucson Senior High School

IN THIS ISSUE

✓ Community Center Day
✓ Industrial Arts Contributions
✓ Every Community Is Unique
✓ Today Is Yours . . . 1949

American Vocational Association, Inc.

A NOTE FOR 1950!

THE AVA MEMBERSHIP YEAR BEGINS DECEMBER 1

Membership in YOUR PROFESSIONAL ORGANIZATION BRINGS YOU

- ☒ *Active Participation in the Betterment of Your Professional Field of Service—*
- ☒ *Opportunity to Contribute Significantly to the Development of Vocational Education on a Sound, Progressive Basis—*
- ☒ *Enlarged Professional Competence Through Organization and Cooperation—*
- ☒ *Personal and Professional Guidance Toward Consistent Improvements in the Career You Have Chosen—*
- ☒ *An Informative Monthly Magazine—THE AMERICAN VOCATIONAL JOURNAL—to Keep You in Constant Touch with Developments in Your Field—*

SEND YOUR NAME TO YOUR STATE SECRETARY

JOIN NOW FOR 1950!

- AGRICULTURAL EDUCATION
- BUSINESS AND DISTRIBUTIVE OCCUPATIONS
- HOME ECONOMICS EDUCATION
- INDUSTRIAL EDUCATION
- INDUSTRIAL ARTS
- VOCATIONAL GUIDANCE
- VOCATIONAL REHABILITATION

Send orders for publications, American Vocational Journal subscriptions, changes of address, requests for information to:

AMERICAN VOCATIONAL ASSOCIATION, INC., 1010 Vermont Ave. N.W., Washington 5, D. C.

Make all checks payable to the American Vocational Association, Inc.

AMERICAN VOCATIONAL Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.

VOLUME 24 • DECEMBER, 1949 • NUMBER 10

EDITOR-IN-CHIEF:

L. H. Dennis
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

MANAGING EDITOR:

G. F. Theroux
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORS:

AGRICULTURE—Malcolm C. Garr
Louisiana State University
Baton Rouge, La.

DISTRIBUTIVE—M. A. Browning
State Board for Vocational Education
Austin, Texas

HOME ECONOMICS—Mary Gillespie
State College
State College, New Mexico

INDUSTRIAL—Russell K. Britton
Board of Education
Denver, Colorado

INDUSTRIAL ARTS—R. Lee Hornbake
University of Maryland
College Park, Maryland

PART TIME—R. L. Welch
State Board for Vocational and Adult Education
Madison, Wisconsin

REHABILITATION—O. F. Wise
State Dep't of Education
Montgomery, Alabama

VOCATIONAL GUIDANCE—Guy O. Tollerud
State Dep't of Education
St. Paul, Minnesota

The American Vocational Journal is published monthly, September to June, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25% or more of membership dues reserved for Journal. Membership applications should be submitted through State Vocational Association secretary. Subscription prices for libraries and non-members $2.00 a year, single copies 25c.

Executive and editorial offices at 1010 Vermont Avenue, Washington 5, D. C. All inquiries concerning advertising and publishing should be addressed to the executive and editorial offices of the American Vocational Association, Inc.

IN THIS ISSUE

EDITORIAL PAGE ..... *E. L. Williams* 2
THE "MIGHT HAVE BEENS" ..... *Boyd R. Swem* 3
NORWAY SPEEDS VOCATIONAL TRAINING ..... *Royal Norwegian Information Service* 5
SOME PRESENT PROBLEMS ..... *Louis M. Sasman* 7
"GOING TO TEACH A TRADE CLASS?" ..... *C. E. Turner* 9
COMMUNITY CAREER DAY ..... *E. C. Churchill* 10
SALT LAKE AREA VOCATIONAL SCHOOL CONTINUES 13
EVERY COMMUNITY IS UNIQUE ..... *Louis A. McElroy* 14
TEACHER TRAINING FOR EXTENSION TEACHERS ..... *Ammon Swope* 17
SEATTLE'S FAMILY LIFE PROGRAM ..... *Edna Martin* 20
INDUSTRIAL ARTS CONTRIBUTIONS ..... *Willard M. Bateson* 21
INDEX TO VOLUME 24, AMERICAN VOCATIONAL JOURNAL (1949) 23
"DOING IS LEARNING" ..... *Leslie J. Van Etten* 25
FROM THE EDITORS 26
ASSOCIATION NEWS AND NOTES 27
PERSONALS 29
BOOKS AND BULLETINS 31
AUDIO-VISUAL NOTES 32

INDEX TO ADVERTISERS: *American Type Founders, 28; American Vocational Journal, Inside Back Cover; American Vocational Association, Inc., Inside Front Cover; Delmar Publishers, 19; The Macmillan Company, 12; Oliver Machinery Co., 27; U. S. Savings Bonds, Back Cover.*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

Correct methods in setting an attractive table are demonstrated to students in the Home Economics Department of the Tucson, Arizona, Senior High School. The photograph was made by student Tom Wong of the advanced photography class, Graphic Arts Department, at the Tucson school.

50,000 in '50 - A Challenge . . . *Editorial*

AS A MEMBER of AVA, you can take pride in your association with thousands of your fellows—a pride that springs from a realization that *your* AVA represents the labor, feeling, and thinking of a vast, truly representative group of people who believe in and practice a functional and workable philosophy of education which is needed by at least 90 per cent of the people.

Your association adheres to the philosophy of education set forth in the federal acts supporting vocational education. It is in agreement with the parallel practical arts courses included in general education. It is the *only* national professional organization sponsoring and giving support to *both* fields of education.

We recognize that much of our population receives a truncated education by reason of economic or other factors. Through our united efforts we are trying constructively to fill out the educational requirements for better, more secure living.

In the beginning, the American Vocational Association was the dream of a small group who had a vision of an educational program which would prepare our people for occupational efficiency. As the result of strong determination, sincere faith, and a lot of hard work, the National Society for the Promotion of Industrial Education was formed in about 1906. From this small beginning the AVA has grown mightily, both professionally and numerically, to a point where it is accorded a high degree of respect among the top professional organizations in America.

Here are some of the benefits that accrue to members:

1. The American Vocational Journal.
2. Representation in Washington with an Executive Secretary and staff.
3. Favorable contacts and channels of communication with practically every educational agency, association, society, and group.
4. Entry to the federal agencies affecting vocational education.
5. Direct channels to national organizations representing industry, business, and labor which support vocational education.

Now let us examine costs. The benefits listed above are secured for us, individually and collectively, at a cost of only $2.00 per year in the form of dues payable through an affiliated association. Compared to the cost of membership in similar organizations, ours is one of the nation's top bargain offerings.

Now for the challenge of 1950!

During the past year, state newsletters, letters from a number of state education departments, school officials, and association officers have reported 100 per cent AVA membership. This reveals that where there is active AVA participation a true sense of professional unity can be created. Your school, town, or state group *should* be one of those so reported. Is it?

On June 30, 1949, your Washington office reported 30,531 members, the largest in our history. But the U. S. Office of Education reports, for 1948, 56,279 "Professional Employees in the Program of Vocational Education." The last figure probably includes only the people whose salaries are reimbursed partially from federal funds:

Comparisons:

	U. S. Office of Education Report	AVA Membership
Agriculture	10,070	11,541
Distributive Education	3,364	830
Home Economics	19,551	5,605
Trades and Industries	22,722	7,801
Vocational Guidance	364	278
Not Distributed by Fields	248	44

Other classifications of AVA memberships: Life Memberships, 466; Industrial Arts, 1,866; Business Education, 581; Rehabilitation, 239; Part-time, 204; Administration, 475; Laymen, 310; Students, 291.

It has been said that there were 30,000 teachers of industrial arts in America, and there are thousands of teachers of other phases of the practical arts.

All people employed in reimbursed programs should belong.

The practical arts people should be invited and encouraged to join.

It is not too much to challenge you, the present American Vocational Association membership, to set a goal of 50,000 members in 1950. Promote the idea in school, office, store and shop. The AVA office in Washington has pamphlets on each service that will help you spread the word. Make a list of your friends and acquaintances in the work. Do they belong to the American Vocational Association? Have you asked them? Let's think about it, talk about it, and then do something about urging AVA membership. Fifty Thousand in 'Fifty! 50,000 in '50!

E. L. WILLIAMS, *President,*
American Vocational Association.

AMERICAN VOCATIONAL ASSOCIATION, INC.

OFFICERS

E. L. WILLIAMS, President
Texas A&M College
College Station, Texas

L. H. DENNIS, Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington 5, D. C.

CHARLES W. SYLVESTER, Treasurer
2811 Mt. Holly St.
Baltimore 16, Maryland

JULIAN A. McPHEE, Past President
California State Polytechnic College
San Luis Obispo, California

DONOVAN R. ARMSTRONG,
V.P. Distributive Education
State Department of Education
Baton Rouge 4, Louisiana

EVA W. SCULLY
V.P. Home Economics Education
State Department of Vocationcl Education
Phoenix, Arizona

L. M. SASMAN, V.P. Agricultural Education
State Board of Vocational and
Adult Educ.,
Madison, Wisconsin

J. C. WOODIN, V.P. Industrial Education
Board of Education,
Wichita, Kansas

J. J. BROWN, V.P. Vocational Rehabilitation
State Bd. for Vocational Education
Austin, Texas

FRANK C. MOORE,
V.P. Industrial Arts Education
Cleveland Public Schools
Cleveland 14, Ohio

American Vocational Association, Inc., advances American Education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full-time and part-time programs in these fields: Agriculture, Home Economics, Business and Distributive Occupations, Industrial Arts, Industrial Education, Rehabilitation, and Vocational Guidance.

Send orders for publications, American Vocational Journal subscriptions, changes of address requests for information to:

AMERICAN VOCATIONAL ASSOCIATION, INC.
1010 Vermont Ave., N.W., Washington 5, D. C.

Make all checks payable to the American Vocational Association, Inc.

NOT always need it be said that of all sad words, the saddest are "it might have been." Sometimes we quote them with joy.

"For the want of a nail the shoe was lost, for the want of a shoe the horse was lost, for the want of a horse, the rider was lost!" But what of the times when the nail was *not* wanting?

We rightly lament the "dropouts," the young people we lose from our schools; but let us sing also of the ones who escaped—the "*might have beens.*" Here are but a few examples.

BOYD R. SWEM, *Director of Guidance*
Middletown, N. Y., Public Schools

THE "MIGHT HAVE BEENS"

There was John, a sophomore, who didn't come back after Christmas. His sixteenth birthday was December 27. Teachers approached me saying, "*He* shouldn't leave," and "Why did *he* quit? *He* was a good student." (Alas, I think of some for whom no regrets are voiced!)

I was relatively new in the city; I did not know John; he had no telephone. No one seemed to know the situation. So, Friday afternoon about 5:30, that first week after New Year's Day, I drove down by the tracks and found the double house, one part of which was his home.

The family were Polish, though they spoke English. John was out sliding; he was sent for. His mother and sister visited with me as we waited. They would be glad to have him stay in school. They mentioned his interest in music, the difficulty of studying at one end of the crowded living room, with loud music practice coming every night through the partition from the other half of the house. Also, something about dissatisfaction with geometry. Eventually entered John.

To a large extent he had just taken it for granted that the school age was sixteen, and that the burden of proof was on staying, not on leaving. The time had come. His musical interest was brought out. He played the clarinet, accordion, and piano, mostly by ear; he wanted to get a job and earn money to buy a saxophone. There would be the need for lessons, too. And in geometry, the report card had dropped from a 90 to a 75; he couldn't see anything in the subject that had any value for him. (The passing mark was 65; his geometry teacher was one of those who had praised him and deplored his leaving.)

Undoubtedly we were at fault in not having him already in the band. The cash value of the free instruction he would get there was pointed out. Likewise, the fact that he really rated well as a student, in geometry as also elsewhere. And, of course, we discussed the general pros and cons about finishing high school.

"About geometry?' Definitely, you won't fail it. However, it is not a required subject. We think it is wise in your case, but it would certainly be better to drop it entirely than to let it stand between you and a high school education."

A bit hesitant, he finally consented to a temporary plan: he would at least finish the semester, with the geometry; but not promise to keep it if he stayed beyond January.

John returned. He got 82 in the geometry, but, as he stayed on, nothing would induce him to continue it. We put it down in writing that we believed finishing it would be wiser, but that it was his choice not to do so.

Never again did he raise the question of quitting. He got into the band and did excellent work. He took some shop work, two years of Spanish, and physics among his electives, but always declined to go back to the geometry. Eventually, he would anticipate it, and say, "I know what you are thinking, but the answer is No!" When we gave the Ohio State Psychological Examination to some two hundred seniors, he placed in the top 5 per cent. He was a credit in every way to the school.

After graduation he at first considered taking a semester of post-graduate work and, with a smile, said, "Yes, I suppose I might just as well!" I knew he meant "finish the geometry." But he changed his plan, went to a private electrical school, and then set up a small radio business of his own. After a year or two, he enlisted in the army, where he still is at this writing.

In passing, we might note that an hour or so of overtime, spent in a home call, had saved two years and a half of state aid for the school system. More important, a promising young man entered life as a high school graduate instead of a "16th-birthday dropout."

Then there was Jean. A girls' counselor brought her to me in November of her junior year, saying she seemed determined to quit. As I recall it, the conversation went something like this:

"What do your family think about your quitting?"

"Mother says it is OK. She did oppose it; but now she thinks it will teach me a lesson. She says I'll get sick of factory work within a month, and then I'll be glad enough to get back into school and stay there! My brother would kill me if he knew I was quitting, but he is in the service, and he won't know it till it is too late."

"Why do you want to quit?"

"I get so nervous in typewriting. I go all to pieces; my hands get all wet with sweat. You can see for yourself; I've just been in typewriting." (Actually, in transcription class, having earlier finished first-year typing.)

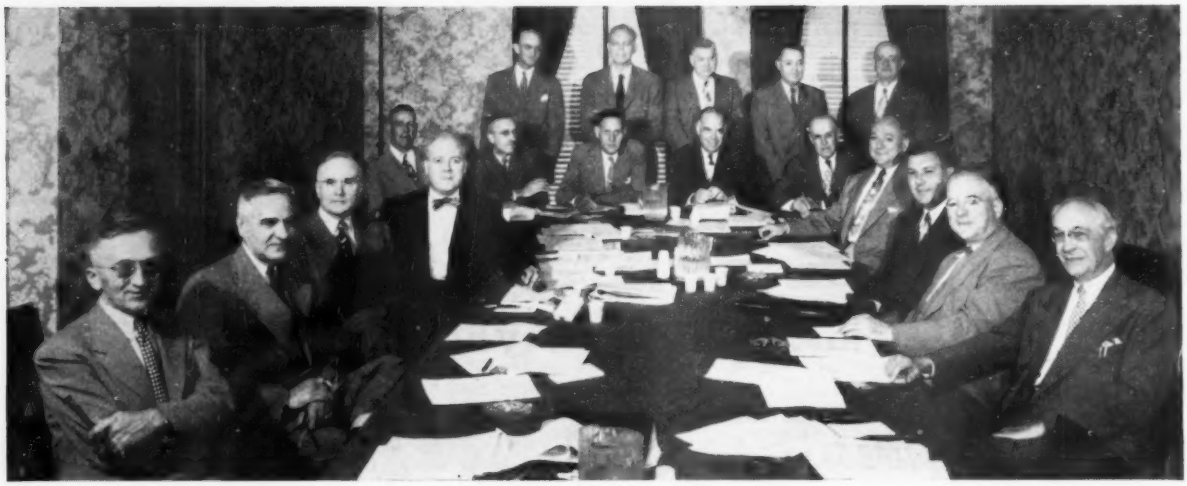
"Why are you taking it?"

"That was the course the counselor put me in."

"But the counselor merely helps pick the course that seems to be the best choice. Probably you, too, thought at first that it was what you wanted. There are other courses."

"You mean I could change right away?"

"Why not? If this course isn't working, we might at least see if there is some course that would work. It would be better than giving up your education entirely, wouldn't it?"



Vocational-Apprenticeship Joint Committee Conference, Atlantic City, N. J., September 15, 16, 1949. Seated, left to right: Walter F. Simon, Wisconsin; Fred W. Ehrhard, Washington, D. C.; Edward E. Goshen, Colorado; William J. Moore, Pennsylvania; J. C. Woodin, Kansas; Ansel R. McCleary, Washington, D. C.; E. L. Williams, Texas; William F. Patterson, Washington, D. C.; L. H. Dennis, Washington, D. C.; Douglas Whitlock, Washington, D. C.; C. L. Greiber, Wisconsin; E. K. Jenkins, Atlantic Seaboard Area

The issues were discussed. Homemaking was considered favorably. "For the present, let's not even ask whether you can make up the two months' back work; let us see first whether you are really going to like the new program. If you don't stay, it won't matter whether you make it up."

This sudden shift created a crisis. She had her emotional adjustment all made for leaving. She had sold her mother on it. Now should she reverse?

"Down in your heart, as you look ahead several years, don't you prefer to think of yourself as being a high school graduate?" Well, yes, she had felt that way, but about decided it was not to be.

"Suppose your mother is right, and you will regret it in a month: Can you live out that month right now, in your imagination, test the result, and if you really are going to be sorry *then*, act *now* to forestall it? That is just what we mean by 'thinking'."

She wavered. Maybe she would stay. She went to assembly program; she telephoned home. By then she leaned again to quitting. Eventually I suggested this: "You now have the facts before you. The change can be made. This is really one of the most important decisions in your life. The decision need not be hurried; if it is wise today, one way or the other, it will still be tomorrow. You are all stirred up about it, excited, and under strain. Why don't you take the afternoon off, relax, go to the movies or something, and let the whole matter wait till you can look at it calmly? Then decide."

So she did. Thank goodness, no attendance officer raided the movies that afternoon, looking for truants! The next day, Saturday, I happened to be selling tickets at a school football game when she came to my window for a ticket, and said she would be back Monday.

Jean came back. But that was not all. Dolores had already been chalked up on Friday as "left." By Tuesday this was crossed off: Dolores decided that if Jean were staying, she wouldn't leave, after all. A year and a half later, both of them graduated with good records. "It might have been" otherwise.

With Dorothy, the question rose in April of her junior year. She was already earning $10 each week end, dividing it with her mother, in addition to maintaining a fair record in school. To quit might enable her to earn at once $35 a week. This looked important. She was the youngest of thirteen children. Of them all, only one, next above her, had stayed in school, and was then a senior.

In this, as in all these cases, there was brought out the fact that the girl or boy was now taking control of life's important matters. "No one is now going to tell you any longer; if you leave, it will have been your own choice. But so, too, if you stay. You will be running your own life just as much if you decide *not* to leave, as to leave. In a profound sense you are today, right now, becoming an adult. From now on it will be you alone who gets the credit if you become a high school graduate."

Reverting to the financial issue, I wondered whether we might not make it possible for her to keep more than $5 of her weekly earnings. Reply: "That won't be necessary; you have talked me into staying."

But the decision was really hers, not mine; and it has never had to be reconsidered. She even consented the next year to act her own part in a guidance assembly program, recreating the interview that discussed before the entire school body the issues as to quitting high school or staying through. By the time this is in print, she will have been graduated and will be training to become a child nurse, a goal which she really had held some years before.

These incidents tell their own story. True, they illustrate helping youth to do their own thinking and arrive at decisions. But they likewise show that just a little lift at the proper moment may make all the difference in the world.

We are so apt to think that the person who drops out has become set and determined to do so, and frequently this is the case. But often it merely indicates that there are some problems to be solved, at the moment, which if cared for will reopen the road for clear sailing on to the goal. The teacher or parent or pal or counselor who can stand by in that critical moment can take pride and joy, not sadness, in looking back to see what "it might have been."

NORWAY SPEEDS VOCATIONAL TRAINING

IN A RECENT press interview Norwegian Undersecretary of Education Helge Sivertsen remarked that "never before in the history of Norway has the demand for vocational training in trades and industry been so great, and never before have the youth been so eager to work."

The Norwegian Government is doing everything possible to meet this situation. In the fall of 1945, only a few months after liberation, a substantial number of practical training courses were instituted to implement the already large number of established vocational training schools. These special courses—some for 6 months, some for 12 months—have already been attended by more than 40,000 young people whose training had been delayed, or whose apprenticeship had been cut short, by the way. It is expected that many of these courses will become permanent and be integrated into Norway's system of vocational training. This system was organized under a definite program established by legislation of March 1, 1940.

In Norway the term vocational training is used primarily in the more restricted sense to designate practical and theoretical training in the crafts or skilled work as practiced in the smaller workshops and industrial plants. In earlier times all training of this kind was offered right in the shop in conjunction with the daily work. But with the development of a higher degree of specialization, the apprentice could not obtain that well-rounded training in the shops that was required to finish his apprenticeship, and gradually vocational training passed from the shop to the schoolroom.

As early as 1802 schools were established in Oslo and Bergen for the purpose of implementing the theoretical training. These schools were run as Sunday classes. In 1848 these Sunday classes were replaced by public drafting schools, which gradually developed into the present-day technical evening schools or apprentice schools, giving practical as well as theoretical training. There are over a hundred such schools in Norway today. Along with this development a certain amount of practical training was included in the curriculum of both the regular elementary and secondary schools in the form of normal manual training courses.

NORWEGIAN OFFICIAL PHOTO

Vocational Equipment in the Ila Elementary School, Oslo, Norway

NORWEGIAN OFFICIAL PHOTO

The First Step in Vocational Education: the Aptitude Test Bureau at the Oslo Labor Office

The vocational training schools in trades and industry in Norway today may be classified in five groups:

1. Pre-apprentice schools. (Vocational training before beginning the apprenticeship.)
2. Apprentice schools. (Implementing the training during the apprenticeship period.)
3. Post-apprentice schools. (For foremen, superintendents, etc.)
4. Elementary technical schools or technical trade schools.
5. Technical schools. (A higher technical education pointing towards leading positions in trades and industry.)

This system, supported financially by the State, industry and by some 5,000 trusts and institutions, gives any and every applicant an equal opportunity to climb to the top of the ladder, i.e., Norway's University of Technology in Trondheim, where so many engineers of world renown, among them many Norwegian-Americans, completed their education.

It will be noted that the traditional element of apprenticeship is as much the cardinal point of the Norwegian program today as it was a hundred years ago. To learn a trade in Norway, an apprenticeship period of from three to five years must be served, depending on the trade, before the young man is recognized as skilled in his craft.

The Pre-apprentice School, a typical Norwegian idea, is a school to prepare the young man for his apprentice period, giving him practical, and some theoretical knowledge of the vocation he has chosen. It acquaints him with some of the problems he will meet as an apprentice, and at the same time makes him more valuable to the foreman who will put him to work in the shop. The first school of this type was established in Oslo in 1910 for the iron and metal industries. The pre-apprentice school is of great value also in that it offers vocational guidance to the pupil. He may have his heart set on one vocation, but his teacher may help him discover that he has greater aptitude for another.

The time spent in the pre-apprentice school is deducted from the apprenticeship period. Also it is counted as equal to practical training in qualifying for admission to the technical schools.

NORWEGIAN OFFICIAL PHOTO

Home Economics Class, 7th Grade, Sagene School, Oslo

To be admitted to the pre-apprentice school, the applicant must be over 14 years of age and have completed elementary school (7 years). It is desirable, however, that applicants be a bit older when the work is of a heavier nature—for instance, timber construction. The courses range from 6 to 12 months.

The apprentice schools are technical evening schools. The purpose of these schools is to impart knowledge and skills in trades and industrial occupations which cannot be acquired at the place of work. Instruction usually comprises a 3-year course of five two-hour sessions weekly for 8 months. (When desirable, an additional course for a fourth year may be provided.) Until now students at the apprentice schools have had to attend school 10 hours weekly in addition to working a full 48-hour week. But the new Vocational School Act provides that the school and working hours shall not total more than 48 hours, and it is therefore likely that the evening schools will be changed into day schools, either by reserving one day a week for the school, or conducting short-term courses during which the students will be wholly engaged in school work. The present trend is toward concentrating both the practical and theoretical instruction in one-year courses giving as much theoretical instruction as is now provided in the 3-year technical evening schools.

Requirements for admission to the apprentice schools are the same as for the pre-apprentice schools, except that apprentices have first claim. Under the provisions of the Skilled Trades Act, all apprentices have to attend an apprentice school, or other similar vocational school, where such is to be found. The employer must see to it that this provision is complied with.

The schools in the third group offer advanced courses for those desiring to qualify for foremen, superintendents, supervisors or similar positions in shops and plants. Most of these schools give one- and two-year courses. Belonging to this group, but in a class by itself, is the State's Technological Institute in Oslo, which provides a higher education for skilled workers and craftsmen. It offers day and evening courses of 6 weeks or more, stressing both practical and theoretical training. Instruction is given in the form of lectures with practical demonstrations in shop and laboratory. New methods in the various fields are given special attention, aided by an up-to-date experimental and research division. Only men over 21 who have completed their apprenticeship are admitted.

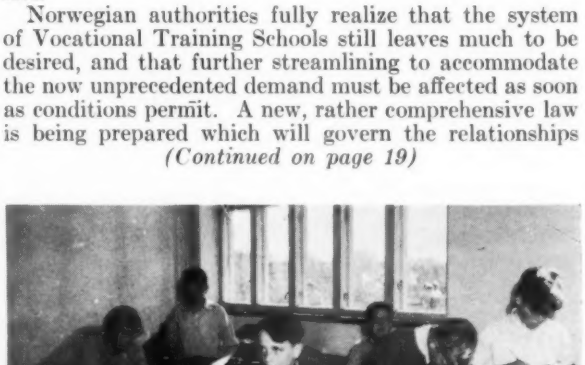
The elementary technical schools are day schools established for the purpose of providing elementary technical training for workers on construction jobs or in shops and industrial plants, where, in addition to practical experience, some elementary theoretical knowledge is essential. There are two such schools, one in Oslo, giving 8-month courses, and one in Stavanger, offering courses of 10 months. They teach road and railroad construction, water works, building construction, electrotechnics, motor and automobile mechanics, and watchmaking. While consideration is given to practical training, the only requirement for admission is some knowledge of mathematics beyond the elementary school curriculum. Graduates of secondary schools need take no special test. Minimum admission age is 16, but the students are usually considerably older.

The technical schools are two-year full-time schools. They are based on the secondary schools, but applicants with elementary school education are admitted after passing a special test at the end of a 6-month preparatory course. Oslo, Bergen and Trondheim have such schools offering training in building construction, electrotechnics, machine construction and maintenance with an additional course in aircraft engines, factory management, radio, chemistry, road and bridge construction, water works, heating and sanitary installations, and refrigeration. There is also a similar school at Horten —the Norwegian Naval Station—for machine construction and maintenance.

The technical schools, which also offer additional courses in factory management, qualify the students for positions as shop managers, building contractors, technical assistants in state and municipal administration, designers, managers of small power-plants and factories, and other similar occupations for which a university education is not required. They now also qualify the students to compete with college graduates for admission to the University of Technology in Trondheim, another feature of the new Vocational Training School Act.

Norwegian authorities fully realize that the system of Vocational Training Schools still leaves much to be desired, and that further streamlining to accommodate the now unprecedented demand must be affected as soon as conditions permit. A new, rather comprehensive law is being prepared which will govern the relationships

(Continued on page 19)



NORWEGIAN OFFICIAL PHOTO

An Intermediate School Industrial Arts Class, Oslo

Vocational Agriculture Today-

Some Present Problems

LOUIS M. SASMAN
State Supervisor, Vocational Agriculture, Wisconsin

VOCATIONAL agriculture has now been established by federal law for 32 years. For at least ten years before that its beginnings were becoming established in Michigan, Massachusetts, Minnesota, New Jersey, New York, Wisconsin and other states. So there's been some 40 years of history established. Surely it's a good thing to look back over the road we have come and from the benchmarks which have been established, to try to established new levels of accomplishment. It is in that spirit that we will look at some of our present problems in vocational agriculture.

No program can be greater than are the men who are engaged in it. In vocational agriculture, we need constantly on the local, state and national level men with vision, inspiration, purpose and energy to develop a strong program, men who know what is needed in a program designed for those who have entered upon or are preparing to enter upon the work of the farm and are able to give the leadership necessary for the development of such a program. We need in the U. S. Office of Education and in State Boards of Vocational Education men who, with no thought but for the best interests of farmers and the welfare of the nation, will aid in carrying on the program which was so well begun thirty and more years ago. We have had from the U. S. Office of Education for many years the constant help of such men as C. H. Lane, J. A. Linke, W. T. Spanton, R. B. Maltby, H. O. Sargent, and J. H. Pearson, who, with a united force of state agricultural supervisors and teacher trainers behind them, were able to give recognized leadership to vocational agriculture.

In the states we need state supervisors and teacher trainers experienced in farming and agricultural teaching, free from hampering influences which prevent them from exercising their best judgment and capable of exercising wise leadership.

On the local level we need instructors experienced in farming, well trained to teach, industrious, and with the character that fits them to be leaders of farmers and farm boys. It seems that we sometimes have, among instructors, too much thought as to what constitutes the proper length of a work week and what the retirement benefits should be rather than the thought of what constitutes a proper week *of service* and how much one can get done before he loses the ability to work. That feeling is not limited to instructors in agriculture. In fact, we hope that the percentage of these men who have it is smaller than the percentage in other groups. We have throughout this nation too many individuals who are thinking more of what they can get than of what they can give. The first and great need in vocational agriculture from the local community to Washington is for *able men who put service first.*

Another need is for adequate space and facilities to do a proper teaching job. In most communities in Wisconsin enrollments is departments are growing more rapidly than are the facilities provided. There is no lack of appreciation on the part of school boards, school administrators, and community leaders, as to the need.

People with larger incomes than they ever imagined they would have also find themselves with more expensive wants than they had dreamed of. A poor highway will ruin a tire or maybe wreck a car, a poor school may prevent a person from rendering as great a service to society as he might have had he been prepared. It seems easier to get funds for immediate needs than for those that are less definite and less easily seen. Of course, our wants have changed, too. James Garfield on one end of a log and Mark Hopkins on the other might provide an excellent education in philosophy, and if we had instructors enough so that one, two, or five or ten youth could be taught by one instructor, perhaps he could depend very largely upon the equipment of the home farm for his instruction materials. But, in general, the average enrollment in high school departments of vocational agriculture is over 50 boys. To bring groups of that size into vital contact with the Mark Hopkinses of agriculture, we need good references, good laboratory classrooms and then good shops where the boys and young adult farmers can acquire some of the mechanical skills required in farming. Room for the agricultural department should ordinarily consist of a laboratory classroom, a small room for milk testing, and a farm mechanics shop suitably arranged for efficient instruction. The laboratory should be provided for the exclusive use of the agricultural department so that the instructor may use it for preparation, or students may use it for conference, study or laboratory work while classes are not in session. Location, size and arrangement of this room should also facilitate its use for young farmer and adult classes. The shop should provide adequate space and facilities for farm mechanics instruction, including the care, adjustment and repair of farm machinery and farm motors, farm wiring, repair of farm utensils, the construction and repair of farm appliances, and tool care and sharpening. Experience indicates that a minimum of 1,600 square feet is desirable for farm mechanics space.

Opinions differ in the states, and, for that matter, in communities, as to just what facilities are necessary, but it is generally agreed that we need better classroom and shop facilities than we have in many instances.

A third of the present problems in vocational agriculture is the problem of time for instruction. When vocational agriculture was organized as a national program, the vocational half-day was organized in many states. Most secondary schools at that time were organized on the 45-minute period basis and, in states that did not adopt the vocational half-day program, 90-minute periods were commonly used for science, manual arts, typing, home economics, and agriculture. In those days, the extra curricular program of the schools, to the extent that there was one, of athletics, music, band, oratory, was conducted after school, and few of the farm boys participated. They walked, rode bicycles or drove horses or jalopies home after school, where they were expected as soon as possible after school was out. Today in most schools, of the midwest at least, athletics, that

is, football and basketball, is the hub around which the school revolves. In some schools the band sets up another universe, only slightly if any less important than the first. Fans of the community, "Band Mothers" and similar organizations, work with the members of the teams and band to see that uniforms are provided and community interest is maintained. If additions to the school are needed, the gym usually comes first, and classrooms next if there is money enough. There is now an activity period in the school, practice of the teams starts at about 2:30, and games are played on school time. The buses determine the time of the arrival and departure of pupils. Farm boys occupy at least their proportionate places on the teams and the band.

So a program that formerly occupied a day from 9:00 to 5:30 with additional evening games is now crowded into a day from 8:30 or 8:45 to 3:30 or 3:45. Classes are organized on a 50- or 60-minute basis, and any subject, vocational or otherwise, which takes additional time infringes upon the time of some other subject. For the teams and the band practice and play time must come first. Under these conditions in most states a large percentage of the schools are having difficulty providing sufficient time for a real vocational program. In the strictly rural areas double periods may still prevail and agriculture and homemaking make up the core of the curriculum. In the urban or suburban schools, with many administrators, agriculture must fit itself into a program in which athletics and band determine the program to be followed.

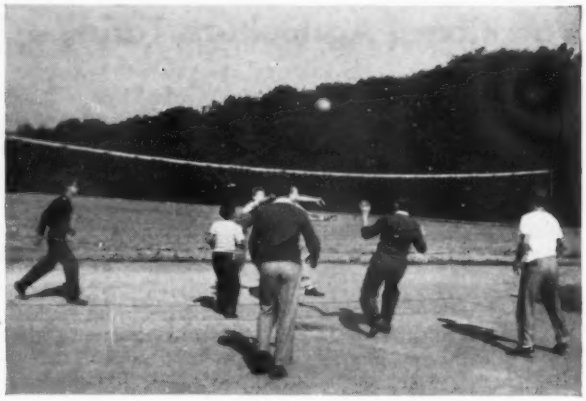
At the same time that this situation has been developing, the percentage of rural boys attending high school has been slowly but constantly increasing. Thirty years ago the percentage of farm boys who went to high school was small. Today the percentage is large and continuing to move toward the 100 per cent mark. But the percentage of boys who can remain on the farm is constantly decreasing. Of course, we have always had a considerable percentage of boys enrolled in vocational agriculture who really had no intention of becoming farmers. Some of them were farm boys who went to high school with the thought, or the thought of their parents, that with more schooling they would prepare for something better than farming. Others were town boys who had trouble with some subjects and who, it was thought, would profit more from agriculture than from some other subject. Most of us have always realized that a boy of 14, whether he was a farm boy or a town boy, did not know what he was going to do when he completed high school. Many times the boy who thought he was going to farm found that something prevented it, while the boy who was sure that he was going to town found that circumstances placed him upon the farm.

So it is increasingly recognized that the first or first and second years in vocational agriculture are largely prevocational or guidance courses. Most of the farm boys should take these courses. Very few of the town boys should take them because the possibilities of any town boy becoming a farmer continue to decrease.

But a good guidance course is not essentially different in its content or procedure from a good vocational course. It must offer the best possible combination of study and practice; it must offer opportunity for ownership and managerial experience.

Then the final problem is how best to continue the development of programs of vocational agriculture.

There is no question but that agricultural programs have been one of the most vitalizing forces of the high school for the past thirty years. They came into schools that were primarily academic and college preparatory



HENRY FORD TRADE SCHOOL

Athletics Are a Part of Every School Day

and offered training that was practical. Through the procedures of taking pupils to the fields and the farms and of bringing parents to the school and through the employment of a year-round instructor who was the farm representative of the school, these programs increased farm interest in the school and tied rural and urban or semi-urban communities together. They have shown thousands of farms boys that there were opportunities in farming which had not occurred to them and, for those who could not or did not desire to farm, opportunities in related agricultural occupations which offered the opportunity to build upon their knowledge of farming.

For the welfare of farming, of agriculture, of rural life, and of all America, it seems to me that this program of agriculture in the high school should continue as a vocational or prevocational course for farm boys offering a combination of study and experience through which the boy may receive training and inspiration for a rich service to his community and to the nation.

But, if a real vocational program is to be maintained, it must carry beyond high school into the young and adult farmer program.

Young and adult farmer classes are as old as vocational agriculture itself. In Wisconsin attention was given first to the idea of developing vocational agriculture primarily for young out-of-school farmers. Young former classes have been promoted more or less sporadically by the federal officials in vocational education for at least twenty years.

The out-of-school youth and adult program conducted before and during the war, and the on-the-farm veteran training program conducted since the war, directed emphasis in practically all the states toward vocational training in agriculture for older youth and adults. This program certainly will not be continued on its present level of enrollment and hours of individual and group instruction supported by subsistence payments. Nevertheless, it has indicated that young farmers can be greatly benefitted by a program of individual instruction on the farm, an intensive supervised farming program, if you please, correlated with a program of group instruction. This offers a pattern for the continued development of vocational agriculture in the years ahead.

The present problems of vocational agriculture are some of the most critical problems this program has ever faced. They require the careful and conscientious attention of all those who are interested in the welfare of agriculture and the continued development of the public schools. Instructors in agriculture more than any other one group will, through their activities, determine the solutions to these problems.

"GOING TO TEACH A TRADE CLASS?"

An Open Letter to Trade Extension Instructors

From the Idaho INDUSTRIAL TRAINING NEWS

C. E. TURNER
Teacher Trainer, Trade and Industrial Education

Dear Instructor:

You are about to undertake an important job in the training of men who have entered a trade. These men are wage earners. In order to be worth his wages, a worker must also be earning money for his employer. His employer is in business to make a living, too; he must earn a profit on every job which the mechanic completes. He can employ workers only if they have the skills and other abilities which will make money for him. This means that *the worker must more than earn his wages.* He must earn his wages plus his employer's profit, or his employer cannot stay in business.

It is to the advantage, then, of both employer and worker, that he have the skills and the information which are necessary to the successful, correct and efficient completion of each job which he performs.

The worker's craft ability is made up of all those factors which make him of value to his employer, and which enable him to hold his job and draw his pay. Your job as an instructor is to teach those things which a person must know in order to be a successful craftsman and do his work correctly. By and large, the actual manual skills of the craft—skills of forming, construction, repair, replacement, adjustment—are learned in a preparatory class or on the job in paid employment. It is difficult for an individual to pick up the many bits of related information, technical data, short-cuts, and necessary knowledge which are the special "know how" of the craft, except through some system of organized instruction. The type of instruction which you are undertaking is a combination of group and individual instruction which gives to your students the advantages of your own wide experience, the references which you assign to him to study, and the experiences of fellow workers who are students in this class with him. You are the center of this arrangement in which these workers will have the opportunity to study, discuss, read and plan their present and future shop jobs.

You are undertaking a difficult task. If you are successful, which of course you intend to be, you are going to keep your learners interested. You will present to them, through excellent teaching methods and devices, lessons to be learned; you will plan their study and reading and see that they do both; you will encourage them to be regular in attendance, to carry the things which they have learned back to their jobs and make use of them; to bring questions to you and to your class for discussion; and you will try to instill in them a desire to be outstanding craftsmen, anxious to improve continuously.

This is a big order. Every possible device and method at your command must be used with the greatest ingenuity. However, as a basis for all of your teaching, you will of course use the four standard teaching steps to guide you. These four teaching steps are:

1. *Get the learner interested in what he is doing.* Find out what his background is concerning the particular lesson to be taught. Lead him up to the point where he is ready to accept instruction and be sure that he wants to learn and knows the purpose of the lesson.

2. *Present the lesson.* Explain what you are going to teach, but you do not need to tell him how you are going to do it. Your methods and devices of instruction are your trade tools and are for your use; there is seldom any advantage in explaining to your learners your teaching methods. If this is a job requiring manual skill, demonstrate it, explaining and showing to your learners exactly how the job is done. Much of your work will be related information or related skills such as blue print reading or sketching or figuring an arithmetic problem within the craft, or learning sizes or about materials. Questions may be answered directly by the teacher or they may be presented to a learner or a group of learners for discussion. A direct answer by the teacher, you will find, is ordinarily much less valuable in instruction than is a discussion by your students or by the students and you. Ordinarily you will act as a moderator or "conference leader" who guides the discussion, keeping it "on the track." You give direct information only when necessary to keep the discussion going. References will often supply needed information in the discussion. The use of sketches and illustrations is often valuable.

3. *The third step is a practice step in which the learner practices what has been presented in step two.* When you are teaching related work, it is difficult to establish the actual practice step because it does not involve much which you can actually get hold of physically. Practice, however, in related work, is important. It often involves non-manual skill practice in thinking, in using reference information in an off-the-job situation. It is important that the learner always practice a job correctly. Practice does not make perfect, it merely fixes the habit of doing or thinking in the way in which it is practiced. If it is practiced correctly, and in a real situation, correct habits will be formed. Incorrect practice simply develops bad habits. It is highly important then that both your students' thinking procedures and the skill procedures be correct and practiced in the same way that they will be performed on the job.

4. *The fourth step is taken when the learner applies that which he has learned on the job and for which he is drawing wages.* This fourth step of the lesson, then, is that in which the learner moves from the learning situation over to the work procedure where the objective is production for wages. This has been a part of the teaching plan which has been badly neglected. It requires a careful coordination between the teacher and the production shop. Of course, if the instructor is also the worker's foreman, there is no danger of misunderstanding. It is when the instructor is one person and

(Continued on page 12)

Local manufacturing firms presented exhibits of their work and descriptions of jobs in industry

Community

POSITIVE VOCATIONAL GUIDANCE

MORE THAN fifty business, professional, and labor organizations under the sponsorship of the Cloquet, Minnesota, high school guidance department conducted a Career Day to enable students and parents to know and understand the vocations in the Cloquet community. All colleges and trade schools in Minnesota were invited to take part.

This was our plan: Representatives from various professions and vocations were invited to set up tables or booths in the gymnasium and cafeteria. The booths were arranged under ten major categories: Service, clerical, selling, agriculture and forestry, production, trades, semi-skilled occupations, professions, semi-professional, and public services. There was to be at least one qualified person present in the booth at all times to interview students, answer questions, and distribute and display vocational materials, including tools, pictures, work materials and machines. The representatives from the same occupations were encouraged to go together in one booth. The Career Day started at 9:00 A.M. and closed at 9:00 P.M. Students were scheduled to visit by home rooms throughout the day and parents and out-of-school youth were invited to attend especially during the evening session.

The planning committee for Career Day was compose of representatives from the Central Labor Union, the Exchange Club, the Rotary Club, the Commercial Club, The Northwest Paper Company, the Wood Conversion Company, the B-F-D Company, the high school vocational coordinator, the high school counselor, the high school principal, and the superintendent. This committee met several times to plan Career Day. In direct charge were Robert VanKleek, high school principal, Janet Lake, counselor, and Edward Chinnock, coordinator.

A form letter was sent to all business and professional people and to labor representatives in Cloquet inviting them to set up a Career Day booth. This letter contained complete information about Career Day and a blank indicating their plans which was to be returned to the principal. All colleges and trade schools in Minnesota were sent letters as well as the various branches of the armed services.

Altogether there were 34 booths representing most of the occupations in Cloquet and 10 booths representing colleges and trade schools.

Some of the techniques and devices used to prepare the students, teachers, and community follow:

1. A general faculty meeting was held to explain Career Day and to instruct the home room teachers in preparing the pupils. Each home room teacher developed an outline with the children on the subject of occupations. Questions were prepared that might be used on Career Day. A suggested outline was prepared by the principal to guide the teachers in developing their own outlines.

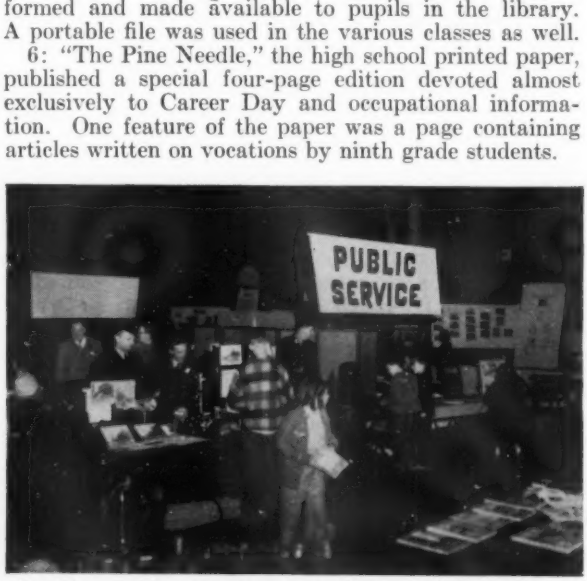
2. A composite list of significant questions asked by the students in the home rooms was placed in the hands of the people in charge of the booths to guide them in planning their exhibits.

3. A map of the gymnasium and cafeteria showing the location of the booths was prepared for the students.

4. A three-week unit on occupations was taught in all ninth grade English classes and short units were taught in the English classes in grades 10, 11, and 12.

5. An occupational information file and library were formed and made available to pupils in the library. A portable file was used in the various classes as well.

6: "The Pine Needle," the high school printed paper, published a special four-page edition devoted almost exclusively to Career Day and occupational information. One feature of the paper was a page containing articles written on vocations by ninth grade students.



The Police and Fire Departments of Cloquet explained careers in public service

Career Day

E. C. Churchill
Superintendent of Schools
Cloquet, Minnesota

Leo DiMarco, Director of Athletics at Superior State Teachers College, discusses physical education careers with 2 Cloquet students

7. A general assembly on Career Day for all students was conducted by the principal with the aid of the counselor and coordinator.

8. A letter was sent to parents inviting them to attend Career Day.

9. A complete registration guide was placed in the hands of the pupils before Career Day and registration of students immediately followed.

10. Previous to Career Day the Kuder Preference Test was given to all students in grades 9 through 12 and the Strong Vocational Test to the 12th grade.

11. All exhibitors were given a criticism sheet to be mailed to the principal. We received some very fine suggestions for improving Career Day. They all expressed a desire to continue the day next year and were much impressed with the interest shown by the students and the many good questions asked by them. The principal also received suggestions and criticisms from the faculty and student body. This material is on file and will be used in making plans for the coming year.

Some of the values gained from the Career Day follow:

1. It provided an excellent opportunity for the people in the community to work with the school in helping the youth with vocational planning. The project has unlimited public relations possibilities.

2. It provided experiences for the students which vitalized the vocational training they had in the classrooms, home rooms, and counselor's office. The students could sit down and talk with people who were working in the field of their vocational choice and ask many direct questions. They could examine machines and tools pertaining to the vocation; see pictures of the mills and machines; and examine the products and literature.

Students confer with Miss Hazel Gabrielson, Superintendent of Nurses, St. Luke's Hospital, Duluth, on careers in nursing

3. The counselors preferred to discuss vocations in the booths to giving talks in the classroom or auditorium. Many of them said they would never have consented to talk to a group of students about their vocations, but did not hesitate to confer with a small group of students in a booth.

4. It conserved student and teacher time. Students were able to investigate many vocations, colleges, and trade schools in the space of one day.

5. It provided opportunities for parents to learn about vocations, stimulated their interest in the study of vocations, and enabled them to give more meaningful guidance to their children.

6. The readiness projects preceding Career Day which took place in the home rooms and classrooms provided many valuable vocational guidance experiences and stimulated the use of vocational guidance materials. Had there been no Career Day it is doubtful that the home room and classroom vocational guidance units would have been as vital to the students. The entire school concentrated on the subject of vocational guidance at one time.

7. It provided an opportunity for students to visualize the many vocational opportunities in their own community.

8. It gave the members of the faculty a better understanding of their community; gave them information which would be of assistance to them in guiding students; and gave them an opportunity to participate with the guidance department in guiding students in selecting a vocation.

9. It better prepared the students for registration which immediately followed Career Day.

Next year we will start to plan our Career Day several months in advance and give the exhibitors more time to prepare. We also plan to invite students from neighboring high schools to attend. More parents and out-of-school youth should attend. More colleges and trade schools should be represented. Some of the exhibitors are already making plans for next year. The community-type of Career Day takes months of planning. The principal has tentatively scheduled a meeting of the general planning committee for early fall to

The Duluth Vocational School displayed a cake made by its students in the baking trades department

plan the 1950 Career Day scheduled to take place April 20. It requires the full cooperation of your business, professional, and labor groups plus a faculty that is guidance-minded and is willing to carry its share of the vocational guidance responsibilities. We believe that some of the most important and significant values of Career Day were achieved before the day of the exhibit.

The Career Day provided motivation for all vocational guidance activities in the high school and provided experiences for the students that vitalized the training in vocational guidance that they had received in the home room and classrooms.

GOING TO TEACH A TRADE CLASS?

(Continued from page 10)

the foreman another that there must be full understanding between the two men as to just what the learner is able to do and how much he has learned. In this phase of learning, the worker will be under foremanship which gives him more than usual teaching supervision. This supervision is gradually tapered off until the worker continues with an average amount of production supervision.

You will want your learners to remember you as an excellent teacher. They will remember you as excellent if five years from now they are able to say, "I learned a lot from him, he helped be to be a better mechanic." Your cordiality, your friendliness, your enthusiasms, your own skill as a mechanic and your own fund of information and ability to use and impart it, are the things which will help make you a successful instructor. Sheer ability to teach, and interest in teaching, are the most important factors in your success.

C. E. TURNER,
Teacher Trainer in Trade
and Industrial Education.

ATTENTION!

STATE VOCATIONAL SECRETARIES

To avoid non-delivery of the AMERICAN VOCATIONAL JOURNAL during 1950, be sure to include *street addresses* and *postal zone numbers* on the AVA 1950 membership lists. The new membership year begins on December 1st. Please get your 1950 AVA membership lists in promptly. Send them now!

From
MACMILLAN
60 Fifth Avenue
New York 11, N. Y.

New books for vocational courses

MOTOR TUNE-UP MANUAL

By Ralph Jay Everest

A text for auto mechanics courses by the instructor in motor tune-up at the Wiggins Trade-Technical Inst., Los Angeles. Full explanations of principles as well as techniques, with especially good instruction in auto electricity. Detailed instruction on all symptoms and causes of trouble, and every step in all repair and tune-up jobs. Fully illus. $5.50.

RADIO & TELEVISION MATHEMATICS

By Bernhard Fischer

721 problems with answers, arranged under radio topics, show step-by-step how to set up and solve all radio and electronic problems involving mathematics. Excellent preparation for FCC exams of all classes. A wealth of problem material for teachers of radio and applied mathematics. $6.

MEET THE PLASTICS

By Clark Robinson

A complete, up-to-date survey of the plastics industry, its products and their many uses, and the vocational opportunities in it. Excellent for vocational guidance. Good background for industrial arts and vocational courses in plastics. $3.75.

ELEMENTARY METALLURGY AND METALLOGRAPHY

By Arthur M. Shrager

The first text on metallurgy for high school and vocational courses. Explains fully and in simple terms the science and technology of this very important branch of modern engineering. Provides a related-science course essential for welding, foundry, and all other metal-working training. $4.75.

PAINTING WITH LIGHT

By John Alton

One of Hollywood's leading Directors of Photography explains the equipment and techniques of photographic lighting for close-ups, interior and outdoor scenes, and all kinds of special effects. The only source of such information. 295 illustrations. $6.

AIRCRAFT MECHANIC SERIES

By Col. Rollen H. Drake

Two new volumes in this series of texts for aviation mechanics courses:

Aircraft Electrical Systems, Hydraulic Systems & Instruments, $5.60
Aircraft Maintenance and Service, $6.00

Previously published: *Aircraft Woodwork*, $3.50; *Aircraft Welding*, $4.00; *Aircraft Sheet Metal*, $5.50; *Aircraft Engines*, $5.90.

Look over these books at our booth at the AVA Meeting in Atlantic City

Salt Lake Area Vocational School Continues—

Utah Institution Narrowly Missed Extinction

STRUGGLING for its existence for the past five months, Salt Lake Area Vocational School in Salt Lake City, Utah, finally has received the "green light" despite nearly every obstacle to its continuance.

Created by the 1947 Utah legislature, the state-supported trade and technical institute started in a rented building—formerly a laundry—in September, 1948. The problem of apprising legislators of the school's needs was recognized immediately after November's general elections. Fortunately, by a process of tours, addresses and publicity, most of the legislators of Utah became convinced of the school's role in the state's future.

They ignored Governor J. Bracken Lee's budget message to scrap the school in the interest of economy, and appropriated $500,000 for its biennial operation. But the governor item-vetoed the full amount, leaving Salt Lake Area Vocational School high and dry and facing imminent dissolution.

Dr. E. Allen Bateman, State Superintendent of Public Instruction, long a supporter of vocational education, exhausted every possibility of getting state aid for the school and for some time it appeared the only alternative was extinction.

Rather than drop the building lease, lose some $200,000 worth of tools and equipment and dissolve a staff that had taken months to assemble, Howard B. Gundersen, president of the school, prevailed upon the area board of control and the state board for vocational education to urge its continuance.

Through cooperation of Dr. Bateman, about $40,000 appropriated for vocational education in junior colleges was transferred to the vocational school. That would pay the rent for one year. Dr. Bateman rose to the challenge and announced the school would stay open, come what may.

It was estimated $148,000 would operate the school "on a shoestring" during the biennium. By raising veteran tuition as high as the Veterans Administration would permit, an estimated $95,000 could be collected from that source. Another $13,900 in dedicated credits seemed possible from non-veteran students and high school transfers.

So, with no guarantee from the state and with no sign of a financial cushion, the school started the new biennium July 1, 1949, hoping to come through "on a wing and a prayer."

Mr. Gundersen, for many years the Utah director of vocational and distributive education, has given notice to many members of his staff, eliminating day and night principals, the guidance service and several other positions. The school will run with a skeleton crew until further relief is assured.

That the school fills a gap in the state's educational setup came to light immediately after it opened last September. Demand of veterans and non-veterans alike was overwhelming. Before the first quarter had ended, day and night registration was over 1000. It now stands at nearly 1500, about two-thirds of whom are veterans.

Labor, industry, educators and businessmen all have offered support of the school. Emerging into an industrial era, the state of Utah, with its hub in Salt Lake City, faces almost certain industrial rebirth. Geneva Steel Co., its satellite fabricating industries, oil discoveries and attendant refining installations and scores of other new manufacturing concerns portend what forward-looking Utahns consider a increasing market for skilled labor.

How well Utah meets the demad for industrial artisans depends in large measure upon how well the Salt Lake Area Vocational School meets the odds-on challenge of its financial predicament. The whole state is applauding the determination of Utah educators to keep the school's doors open.

Public support of the school has been frequent and far-reaching. *The Salt Lake Tribune*, one of the leading newspapers in the intermountain area, editorially supported the school while its merits were being debated in the legislature. It urged the governor not to veto its appropriation and, even after the slash was made, questioned advisability of being "penny wise and pound foolish."

From the start, the Salt Lake Area Vocational School has cooperated closely with industry and organized labor. Joint committees worked out courses of study in each course and advised on the number of students who could expect placement in industry.

Recognizing the need for a vocational counterpart to academic higher education, the school insisted the 75 per cent of high school graduates who do not or cannot attend college should have a public-supported institution where they might "learn to earn." Its success as reflected in enrollment showed the undeniable need for such a school.

Mr. Gundersen also advanced the theory that many high school students who, out of economic necessity, must enter upon immediate employment upon graduation from secondary schools, should be entitled to learn pre-apprentice fundamentals of their chosen trades.

Through cooperation of area high school principals and district superintendents, high school students adjudged qualified were admitted to the vocational school. Through this program they were allowed to graduate from high school and at the same time obtain pre-apprentice training, thus eliminating a year or so of in-industry apprenticeship.

Officials of the school had plans of purchasing the $450,000 plant, obtaining much equipment and expanding generally. But for two years, at least, the battle cry will be "hold the line." And it is likely the line will be held, for the greatest of Utah's traditions are perseverance, industry, and patience, and the education of Utah youth has been a primary consideration of the people of the state since the pioneers of 1847 made provision for schools almost before they had succeeded in breaking the arid desert soil with a plow. Utah's developing industrialization will not be handicapped for lack of trained and skilled workers; its people's devotion to the education of its youth for practical contributions to community life will overcome obstacles from whatever source.

EVERY EFFECT HAS ITS CAUSE. EVERY PROGRESSIVE COMMUNITY IS THE EFFECT OF DEVELOPMENT OF NATURAL AND HUMAN RESOURCES. THE SCHOOL IS A POTENT FACTOR IN THIS DEVELOPMENT TO THE EXTENT THAT IT RELATES FACTS TO LIFE IN THE COMMUNITY.

EVERY COMMUNITY IS UNIQUE

LOUIS A. MCELROY, *Assistant Principal, Emily Griffith Opportunity School, Denver*

TWO gasoline stations have replaced the watering trough which once stood where Colfax and Thirteenth Streets meet. Few will remember that circular marble trough and to see a horse at that spot today would be a novelty. That's progress. It is symbolic of our changing community life.

In less than a normal lifetime, your community and mine have undergone revolutionary change. Yet, your community and mine are not alike. Each has its own distinctive features. Each has its own tale of evolution —each is unique.

Just ninety-one years ago the lure of gold caused a small group of adventurous men to settle on the banks of Cherry creek where it empties into the South Platte River. Progressively, that settlement became a town, a city, the metropolis of a rich mining and agricultural region. The city stands where it is because sparkling pure water was available for man and beast, and because the sand over which it flowed was laden with glittering gold—tiny flakes washed from lodes hidden by nature in the hills beyond to challenge the ingenuity of men. Those who withstood the rigors of the search and the vicissitudes of frontier life were the strong men who structured my home town.

Denver, our city of 400,000 people, rises majestically from the plains—a panoramic record of triumph over the forces of nature and a tribute to democracy. This is our community, we are proud of it, and we cherish the right to direct its destiny in our own way, just as our fathers and grandfathers did before us.

This community of mine might have been yours; it is the dissimilarities which make each community unique. Since the first European set foot on American soil, the community has been the natural center of activity. In the beginning the location was chosen because of natural resources. Natural resources determined the type of business, industry, or agricultural economy which developed. And the community prospered or failed in proportion to the worth of natural resources and the ability of men to exploit them. Out of common hopes and fears men built civic pride and deep-seated community loyalty which has been passed on from generation to generation. Why should we discard this natural gregariousness for schemes which seek to circumvent the local community?

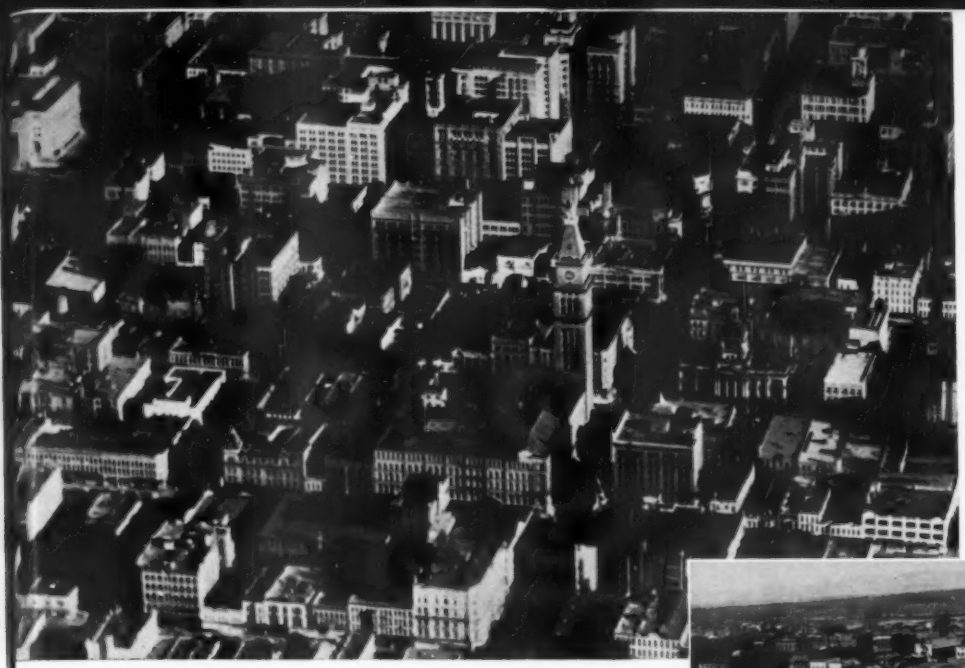
Loyalty to local educational institutions has developed in much the same way. When the Constitution of the United States was written, no mention was made of education. Thus this phase of life remained under the control of the various states. The states, in turn, delegated the responsibility to local communities, retaining only the right to supervise.

This process of decentralization of control over the public schools has caused the evolution of a great variety of educational patterns—each one designed to fit a particular community's ideas of need. Adult education programs have evolved similarly. Some communities make no provision for adult education; others have appropriated large sums of money for its expansion. Is it possible that some educators are so involved in the quest for educational content that they fail to see the direct relationship between the education of the child, that of his parents, and the integration of community life and school activities?

Emily Griffith, famous founder of the Opportunity School in Denver, saw that relationship. Swift and Studebaker, in their book, *What Is This Opportunity School*, had this to say about her:

"Endowed with great insight, and far more interested in the life problems of the individuals surrounding her than in merely imparting a knowledge of school subjects, Miss Griffith early in her career became a social missionary. When children were absent from her classroom, she visited their homes to ascertain the cause. In these homes she beheld poverty, distress, discouragement, despair. She soon discovered that the most common cause of these conditions was the fact that the breadwinner either had never been trained for a definite occupation, or that the occupation for which he had been trained had been put out of existence by the invention of some machine which had supplanted hundreds of thousands of workers. . . . She became more and more convinced that there were in Denver many hundreds—how many she did not know—of breadwinners who, given a chance for vocational training, could be rehabilitated economically and spiritually."

In 1916, the watering trough still stood at Colfax and Thirteenth, but the same conditions which were turning old "Dobbin" toward pasture were putting men and women on the dole. Emily Griffith saw what was happening and she did something about it. She told civic,



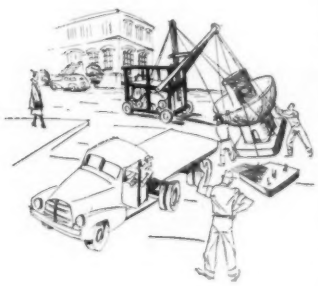
People have made and continue to make the community what it is. Natural resources and geographical location affect its development and tend to establish its boundaries.

Study the local community to differentiate between education and training which can be provided effectively in the community and that which several communities must provide jointly.

Below—This picture, from the archives of the Colorado State Historical Society, depicts the Denver of 1874. At the left is shown a section of the business district as it appears today.

business, school, and labor leaders what she saw. Characteristic of their pioneer stock, they understood and backed her in the establishment of a community school "For All Who Wish to Learn." She opened up a new frontier, "human relations," dominated by the ego-building idea that "You Can Do It."

The watering trough has been hauled away and streamlined cars and diesel trucks have long since replaced the horse and buggy days. The air age is in full swing. Crystal sets have long been forgotten and we are currently involved in a wave of enthusiasm for television and electrical controls. Some point to the speed of transportation and communication and say we are no longer a community unto ourselves. They urge amalgamation and consolidation for greater efficiency. The trend is certainly in that direction. Vocational education is showing a steady growth with the infusion of federal and state funds. General education is also seeking federal subsidy and greater amounts from state treasuries. In order to secure federal funds, the state must have an approved plan. This tends to standardize vocational education. Such a trend could result in re-centralization of the direct control of education in state or federal offices.



However, education is intimately tied up with the culture and progress of people, local people, and there is little likelihood that the people of my community will willingly relinquish the responsibility for the democratic development of our own human and natural resources.

Adult and vocational educators are in a favorable position to influence the course that their communities will take. But that influence must be in harmony with the needs and interests of the people in the community. Interest in adult and vocational courses results from an awareness of a need for learning that will help the individual and his group to adjust to life in his culture. Acts under which funds for vocational education are appropriated require the establishment of specific objectives, but those requirements are only legal recognition of natural fact.

Dr. Mehdi Nakosteen, professor of philosophy at the University of Colorado, states it this way: "The individual's experiences and his environment, all the experiences of the past are constantly pressing in on him and modifying his life. All of these things, ideas, and institutions have their effect. However, what they may mean in terms of education depends upon how they affect the individual's inner life and how they help him to manage his life. *There is no education in isolation.*"

So it is that the needs and interests of people, the natural resources of the region, and the business and industrial development of the community all have their effect upon the progress or decay of its institutions. The educational institutions of the community contribute to the growth or retrogression of the community to the extent that they apply their professional "know how" in all activities of the community.

Dean Paul Roberts of St. John's Cathedral, Denver, said in a talk to Denver Public School teachers, "Facts are dead until they are related to life."

Hinderman, Quigley, and Prosser, in a monograph published in 1943, reviewed the objectives of the National Commission which reported to Congress in 1915. Their statement sets up specific objectives; I have chosen to quote the following:

"The vocational system they (National Commission) envisioned was also to develop different tastes and abilities; give an equal opportunity for all to prepare for their life work; extend education to part-time and evening instruction for those who work in the shop and on the farm; develop a better teaching process through

which children who do not respond to book instructions alone may be reached and educated through learning by doing; introduce into our educational system the aim of utility to take its place in dignity by the side of culture; connect education with life by making it purposeful and useful; reduce social unrest; insure higher standards of living; help the individual citizen to help himself. That would be the sure way to safeguard free enterprise in a democratic society. 'For what avail the plough or soil or life if freedom fail.'"

What a challenge! Those objectives are certainly broader than the usual concepts of even the vocational educator. We might summarize those objectives in a paraphrase of Dean Robert's statement, "The school is a dead institution until its curricula are related to community life." This delimits the school-community relationship to a basic unit—a specific school in a specific community. You look at yours and I'll look at mine.

What makes it tick? I know and you know—it's people. Dynamic thinking, feeling, acting men, women, and children. Happy and unhappy ones; healthy and unhealthy ones; satisfied and dissatisfied ones; people with every possible range of mental, physical, and emotional differences. *People* make it tick.

No institution can separate itself from its environment. It must somehow be associated with the lives of people.

Along the street at quitting time I see steady streams of autos, buses, tram cars, and cabs racing in the direction of the residential districts. Hotels and apartment houses take on new life, and odors of roast beef, cabbage, and sweet apple pie diffuse in the air. An hour or two, and lights go on in living rooms, churches, night schools, and recreation centers. If it's Monday night, the Council chambers at the City Hall will be lighted. Here and there lights shine out of factories on the second shift, and from offices where people are working overtime. Drug stores and filling stations are bright spots and neon signs are everywhere.

How shall we know the ways in which we can best serve that community? The faculty of the Emily Griffith Opportunity School has been studying that problem. Our analysis is proceeding progressively from the most general concepts to the specific teacher-student relations. The broad view separates all activities into three basic categories or phases of life which each adult must have in some degree: Work Life, Home Life, and Socio-civic Life. Each offering of the school is somehow related to one of these broad categories and instruction must be organized to satisfy the specific need. However, there must also be an organized effort to help the student to become a well-adjusted personality whose work, home, and socio-civic lives are in balance.

Such objectives would be nothing more than high-sounding prattle without a plan of action to functionalize the thought and a faculty united. The plan begins with a committee elected by the faculty and representative of all departments. The committee outlines its function, purposes, and basic philosophy and reports to the faculty for approval. A period follows in which many revisions are made but differences of opinion are gradually consolidated when they are thoroughly discussed and the thoughts of all are understood. The statements of function, purposes, and basic philosophy which follow are the result of such a process of group thinking. They set the pattern for a long-time plan of study and instructional improvement which is being undertaken by the faculty of the Emily Griffith Opportunity School.

Function of the Instructional Committee

The functions of this committee are to consider and recommend specific objectives which will serve to improve instruction. On faculty and administrative approval, it is the committee's function to provide leadership in the attainment of these objectives. Suggestions considered may originate with any member of the faculty or may be initiated by the committee.

Purposes of the Committee

1. To set up a basic instructional philosophy for consideration of the faculty.
2. To chart the scope of the educational program of the Emily Griffith Opportunity School.
3. To chart the scope of each of the instructional departments according to a uniform system.
4. To refer each of the preliminary departmental charts to the proper faculty group for correction, approval, and further detailed analyses.
5. To study and recommend efficient methods of instruction and of organizing instructional material.
6. To organize in-service training for teachers and to recommend ways and means of assisting teachers to keep up-to-date.

Basic Philosophy

1. We have agreed that it is essential that we all have a clear-cut understanding of terms and objectives. So many terms used in education have different connotations to each of us that we need to make certain that we are thinking alike before attempting to solve a problem.
2. We are concerned with three phases of educational life—work, home, and socio-civic—each of which must be thought of in terms of usefulness to the student.
3. We must work continuously on the problem of instructional improvement because ours is a constantly changing educational world; because, as the cost of providing instruction and the demands for our services increase we must become more and more efficient; and because we have an obligation to Denver people to provide leadership in adult education.
4. We believe that each student should get started and attain his objective in the shortest possible time. However, it should be understood that learning takes time as well as effort and that the degree of acceleration varies with the individual.
5. We believe that the student learns most effectively when the teacher provides individual instruction in keeping with the student's background, abilities, interests, and objectives. This involves preparation of the needed instructional material.
6. We believe that planned group instruction has real value when it is limited to those courses in which individual differences of students are at a minimum *or* in which carefully planned participation in a group provides a necessary learning activity for the individual; and we also believe that *some* group activity is desirable in *every* class to get students acquainted and to establish a feeling of belonging.
7. We believe that there are two distinct factors involved in instruction.
   a. *The mechanical factor.* This involves organization of subject matter and learning activities of a specific field. This organization must be kept up-to-date.
   b. *The human factor.* This is a unique pupil-teacher relationship which differs with each student. There is no set pattern.

   These two factors should be considered carefully. No amount of work on the first factor can replace the second. It is in the area of human relations that the spirit and philosophy of Emily Griffith must be kept alive. Every person is unique and every person is important.

Two years have been spent in preliminary experimental study. It will take several more before we approach our major objectives, but each step we have taken has to some degree improved the quality of our instructional program.

Thus, the Emily Griffith Opportunity School seeks to relate education to life. Most of the teachers and administrators recognize their inability to understand all of the complexities involved in relating education and training to life situations. As a consequence, they ask for the counsel of representative leaders in specific fields. Usually, however, the semantic gap between

(Continued on page 22)

Teacher Training for Extension Teachers

AMMON SWOPE, *Professor*
Trade and Industrial Education
Purdue University

IN A PROGRAM for adult education in trade and industrial education, it is necessary that we find well-qualified men who have the necessary skills and abilities in the trades which they will be called on to teach. It is equally important that these persons should become good teachers in the presentation of the subjects. In order to fulfill these requirements, it is necessary that we consider a number of problems. First, how do we find what constitutes an adequate trade and industrial teacher training program? At a conference called by the Trade and Industrial Division in the United States Office of Education, April, 1948, a good pattern was presented for making an analysis of the problems involved. This conference brought together a group of men who had had extended experience in the field of teacher training. Each man brought with him sample courses and plans for doing teacher training in his own state. An analytical study was made of these and typical headings for types of subjects presented were given. These were in turn examined for content, and outlines on the most typical titles were made. The results of this conference may now be found in a bulletin published by the Office of Education, and known as the "Report of the Second Inter-Regional Conference in the Field of Teacher Training," United States Office of Education. The reader is referred to this report for a study of the analysis may be made to meet any local situation, using the report as a pattern.

When such a report is completed by those who are in a position to know, it is necessary to write the objectives for any program under at least three headings. The first of these should be in terms of local needs. The supervisor or administrator needs to be on his guard constantly that his program is not set up in terms of the influence of pressure groups. Occasionally these may be right, but usually they represent special interests, having the appearance of importance. Then, too, there are legal and policy regulations to be followed. No administrator can neglect the law under which he is operating in his own state. There are also the federal regulations in the case of reimbursable courses. These regulations usually represent the judgment of those who have given most thought to overall policies. It is also important that he give thought to the finding, through investigation and in some cases intensive research, to set up policies which are not contradictory to the findings in problems of learning and teaching. Sociological investigations are often advisable.

After the objectives have been set up, and the necessary analyses have been made, it is then necessary to write the training program, selected from the analyses in terms of the objectives.

Second, how should a man be selected for a pre-training program? It is important that any extension teacher should have the confidence of his students. In this case, the persons whom he serves are in most cases employed in industry. It is obvious, therefore, that he should have adequate industrial contacts. The recommendation of employers is probably the most reliable source of information for the selection of a man, provided the employer understands the problems involved.

A testing program is a possibility. It is necessary at times to know how much an individual knows about his trade in the related field, in addition to his work as a skilled craftsman. A testing program or some form of informal testing or standardized test will usually give this information. If the subject the man is to teach is in a highly specialized field, certainly the test should cover that specialization, as well as general information and his background. Too frequently, specialists fail because of their inability to understand and appreciate related fields of work.

Another source of information is through school contacts. Where an extension or apprentice program has been in operation for a period of time, there will undoubtedly be those persons in the program whose records will show the type of ability each may have. It is especially true in all adult programs that there are those who would give attention to teaching if they were induced in the early part of such program to give thought to presentation as well as the acquisition of subject matter.

Third, what are the major problems arising in the training of a new man? Since the majority of men who are being selected for these positions are employed in regular industrial programs, it at once becomes a problem of getting even a small group together frequently enough to give any adequate training to them prior to teaching. Several possibilities may be considered. One of these is that the training may be done at the place of employment. Certainly this is desirable if the man is to do his teaching in the place of employment. It is also possible to call men together in some central location such as the labor organization hall, the school building, or specially adapted places as in some of our larger cities where teacher training facilities have been established.

Another question that arises is the number of meetings that shall be held for the training of a new man. Assuming that he has adequate understanding of the subject matter, a few preliminary meetings before starting, followed by meetings after having had some experience which will take the form of discussion meetings, seem to be more advisable than a long continued series of meetings on various subjects, such as administration policies, supervision and others. He is primarily interested at the moment in methods of teaching.

In the early stages of his teaching, he is more than likely to take the attitude of a foreman. After he has some information on the management of the shop, he is inclined to just hand the job to a man and tell him to go to work. This is at once a hindrance, but may also be a clue as to the first effort to be made in

presenting forms of teaching. It brings us back to the most primitive form of teaching—that of showing or demonstrating. A teacher trainer can well afford to build on the man's knowledge of how to do an operation and modify it so that instead of carrying through the complete operation he can break it into units and demonstrate each as it is needed. A common failure among beginning teachers is to spend too long a time on a simple demonstration. The secret lies in the teacher trainer assisting the man in breaking the teaching procedure into smaller and smaller units and setting up standards of performance so that the teacher may grasp the idea of proficiency in teaching a small unit.

There is a tendency on the part of the teacher trainer to do too much talking in the early stages of his training of a new man. The writer carried on an experiment at one time, in which he asked the student teacher craftsman to give a complete demonstration to two men, in which he was to say nothing. He took the problem of demonstrating how to open the valves on the tank for acetylene welding carrying the demonstration up to the point of lighting the torch. Much to our surprise, he went completely through this demonstration, which occupied only a few minutes, without saying anything. The first man attempting to repeat followed him with perfect performance. One cannot always expect such results, but it is a suggestion as to the value in use of visualization in teaching, and a carefully worked out procedure.

Mechanics are not much given to the reading of theory on their subject. As is well known, this of course is the way to make progress, but only the expert is likely to carry on through his own devices from reading. The new man needs demonstration far more than reading. However, when reading is to be given, the essential element seems to be to make the reading assignment so exact that it fits completely into the picture. Others have thought that writing material is valuable. Experience in giving formal examinations to men who are good mechanics shows at once that this method is somewhat questionable, since mechanics are not much more likely to be good writers than they are to be extensive readers in their field.

One of the important things in teaching methods is to train a man in his normal environment. If he is to be a teacher of machine shop, then the forms of teaching, in so far as possible, should be carried on in that type of shop. While it is necessary to give thought to teaching procedures, a simple first step in getting a man adapted to his environment is to give work in what might be called shop management or organization. Frequently, this needs to be done, not by the teacher trainer but by a local supervisor, so that he knows the classification of tools, where they may be found, and the adaptability of machines to the things he is expected to teach. Such training leads naturally to the development of course material. No course is properly organized until it meets the needs in the local environment.

The problem of paying for the student-teacher craftsman's time in learning to teach is a moot issue. In some cases it may be done on the employer's time as in the case of apprenticeship. In some instances, the training time of the new man may be charged to some public agency. Our trade extension programs have frequently followed this program. It is at times desirable, as in the case of apprenticeship or trade extension, that the first two or three regular meetings of a class be given over to teacher training, thus gradually bringing the class into operation under direction of the teacher trainer or local supervisor, the man eventually taking over.

Fourth, how shall we improve instruction through in-service training? The basis of any improvement in instruction is an organized teaching plan. There are several well-known methods by which this may be done. Let us give, first of all, attention to the development and interchange of individual instruction material such as courses of study, instruction sheets, tests and analyses. There is, at the present time, a rather marked interest among supervisors and teacher trainers for the interchange of material with the idea of adopting some standardized form which may be used in general throughout the country. Material ranges from simple instruction sheets to carefully organized text material. There is a wide diversity of attitudes toward the development of such material and its use. There are those who do not believe in the use of individual instruction sheets, and there are those who would teach no other way. In the solution of problems of this type, we should give careful thought to the extensive research that has been carried on in the field of learning. It is satisfying to know that many of the early studies were made in the field of vocational work. We do know a great deal about how we learn. We also have much information on individual differences. The last quarter century has been one in which we have had great development in analyses and tests. We know much about measurement. While in any adult course we cannot take much time from the teaching of subject matter to measure progress, at least each teacher should eventually be conscious of the possibilities in this field. Let us say briefly that gradually this information should be transferred from supervisor to teacher, or from teacher trainer to teacher, as the case may be.

For example, showing a new man how to write simple tests in objective fashion is usually very interesting. This he can pick up quickly from an item analysis which in turn is based on his ability to see the job in small units. Throw at him, as is done in many cases, the statistics of testing, and he becomes confused. It is better to defer the statistics until he has some reason for wanting to know what the test means.

In more advanced training programs a teacher comes into his own by participating in the class instruction. Frequently it is just a matter of stating an opinion on some phase of teaching, thus creating discussion in the class. From this the teacher trainer moves to assignments which enlist minor studies to be reported to the class.

All teachers on a public payroll must meet certification requirements set up by the state in which they are teaching. Sometimes these requirements are highly formalized and lead to credit. Others are simply of a supervisory nature so that the line of demarcation between supervision and teacher training for the teacher trainer becomes rather hazy. It is a common practice in many places in the adult extension courses not to certify a man until it is obvious that he will be employed. This has merit, because of the fact that many will be kept out who have no particular interest in the subject of teaching. The objectionable feature of this plan is that there is never a group available from which the better qualified teachers may be selected.

Finally there is training through formal procedures. Many of our extension teachers have been encouraged to take courses for credit and, eventually coming in through this route, have received a degree at some college or university. Much of this work has been offered by extension from the university, and, so far as teacher training is concerned, is limited to courses which are

predominantly professional. There has also been a marked movement to offer courses, especially during the summers, on various campuses which support extension work during the regular school year.

Many of these summer courses have taken the form of conferences in which intensive work is done over a period of from one to three weeks with the idea of giving the conferees training in policy and assistance in the expansion of their own program. Such conferences have little value unless the man expects to move into a supervisory position. Subject-matter conferences or clinics in which the teacher is upgraded are, of course, important in any training program.

NORWAY SPEEDS VOCATIONAL TRAINING

(Continued from page 6)

between the apprentice and the employer providing for many benefits and greater security for the apprentice, as long as he fulfills certain obligations to his employer. This proposed law stipulates what type of shops and factories will be permitted to engage apprentices, thus giving the latter a greater assurance that he will learn his trade in accordance with the recognized plan, at the same time receiving sufficient remuneration and sick benefits to go through the apprenticeship period without financial hardship. It is proposed that a vocational school board be set up to supervise the contract between apprentice and employer.

A primary aim in the further development of Norway's vocational school system is the establishment of such training facilities in all parts of the country to meet all reasonable local needs. The best solution to this problem may lie in establishing a net of district schools, concentrating the instruction in institutions large enough to provide both teacher and student with better and more complete facilities and equipment.

NORWEGIAN OFFICIAL PHOTO

Learning to Use a Drill Press, Intermediate School Metal Shop

Just Off the Press!

TNT

Techniques, Notes and Tips for Teachers

By James O. Proctor, G. Edward Griefzu

A handy, pocket-size reference with a crisp, lively, professionally sound approach. Presents in concise but usable form many of the underlying principles basic to good instruction. Meets the real need for the indoctrination of beginning teachers as well as the refreshing of "old timers."

96 pages, cartoon illustrations.....$1.25

New ELECTRICAL Texts

ALTERNATING CURRENT FUNDAMENTALS

by Clarence H. Bensman

A new text and laboratory workbook attracting wide attention for its clarity and thoroughness. Each different principle is first explained, then verified through laboratory experiment.

Contents: Generation of A-C Current, Instantaneous Voltage, Frequency, Average and Effective Values, Vector Representation, Phase, Relations of Voltage and Current, Effects of Inductance and Capacitance, Meaning of Cycle and Phase, etc.

168 pages with result sheets.....$2.75
DeLuxe Cloth bound edition.....$3.60

INDUSTRIAL ELECTRONICS

By Harold W. Ranney

This comprehensive laboratory text covers in detail the principles and operation of electronic tubes in industrial electronic control circuits. New and completely up-to-date, this advanced text explains and presents laboratory experiments on recent applications in this field, including side register and register control.

171 pages, ...$3.25
DeLuxe Cloth bound edition.....$4.00

Write Dept. AV-12 for Examination copies

DELMAR PUBLISHERS INC.
ALBANY 1, NEW YORK

Seattle's Family Life Program

EDNA MARTIN
Supervisor for Home Economics
Seattle, Wash.

THE "Education for Family Life Program" of the Seattle Public Schools was organized in 1938 to fill the pressing need of the Parent-Teacher Associations for good leaders in their discussion groups. At the same time, funds became available through the United States Office of Education to carry the cost of the program as it was then set up.

The program was carried into every community in the city through discussion groups and cooperative play groups. The discussion groups, a part of the Parent-Teacher movement, were anxious to have their members participate in the programs instead of listening passively, meeting after meeting, to a speaker. Professionally trained leaders were employed by the Seattle School District to organize the program and serve as consultants and supervisors for the lay leaders whom they trained to carry on the work in the individual groups. This training was done through a series of classes usually held in a downtown location, classes in leadership, Guiding Children's Play, Guiding the Adolescent, Family Relations, Psychology of Marriage, and so on. High school students were sometimes brought into these classes to discuss aspect of family relations with parents. Many community discussion groups with lay leaders have been organized as a result of these classes.

The cooperative play groups are one of the most vital parts of the organization. Life is given to this program by the constant spring of interested young mothers who move into the program to take the places of those going out because their children become school age. Anxious to give their preschool children the advantages of group life and play with other children of their own age, these young mothers, under the supervision of the staff employed by the schools, set up and operate the cooperative play groups. They find their own quarters, provide their own equipment with the suggestions and sometimes help from the School District, and provide the leader who is one of their group. This leader must have a certificate from the family life classes in Leadership and in Guiding Children's Play (now called Understanding the Child). The impetus in the organization of such groups always comes from women who have attended some of these classes. Often the fathers help build the necessary equipment and attend the monthly evening discussion group which is an integral part of this program. Education for the parent as well as guided play for the child is an essential part of the project. The professional staff of the School District gives supervision in the organization and continuance to the individual groups as well as provide leaders for the discussion groups in some instances. There are about forty cooperative play groups now in operation.

Out of this movement has come the Cooperative Play Group Council made up of the leaders of each cooperative play group. These leaders meet monthly to discuss problems and plans. The cooperative play groups have resulted in wholesome educational experience for preschool children, an educational project for parents, improved home-school relations, and a community orientation to child needs.

Local agencies have been most generous in their cooperation with the Family Life Program. Such organizations as the Family Society, the Council of Social Agencies, the Council of Churches, the Washington Society for Mental Hygiene, the Public Library, and the University of Washington have contributed time, staff, suggestions, books, and cooperation to its success.

It is impossible to measure the results of such a program. In a large city no one organization can be said to dominate—so many factors contributed by other agencies are responsible for its success. The Family Life Program has had a very gratifying response over a period of ten years. The interest and enthusiasm of the groups of young mothers who read and study and meet to discuss their problems remain constant. Many discussion leaders, trained in this program to take over study groups, have become leaders in other community activities as well. One very tangible result of a program which touches so many adults is the greater interest in and understanding of the problems faced by the School District as evidenced in the support given to school legislative programs.

The budget for this program is met in part by Federal funds which provide 30 per cent of the cost through the George Dean Act. The Seattle School District assumes the rest of the cost, which averages around $5,500 to $6,000 per year.

The Seattle School District continues to employ professional leaders to conduct classes and train lay leaders. Experts in their fields from the University, the social service agencies, and other professions are often asked to help conduct these courses. Statistics for a typical year show six courses offered for a total of forty-four sessions with an attendance of over eighteen hundred.

Probably the greatest factor in the success of the Education for Family Life Program is the fact that it is not a one-man program. Its soundness derives from the fact that all policies are jointly arrived at through decisions of the Advisory Committee and the larger Advisory Council, both of which are made up of representatives from the superintendent's group, the school staff, the people involved in the program, the Parent-Teacher Associations, and the organizations which cooperate. In its administration as well as in its participation, it involves a great many people whose backgrounds and affiliations vary. This has helped to make it one of the most vital programs in the community. Certainly it has done much to enrich family living and insure wholesome personality development of Seattle children.

TOWARD INDIVIDUAL EMOTIONAL DEVELOPMENT AND SOCIAL ADJUSTMENT - -

INDUSTRIAL ARTS CONTRIBUTIONS

WILLARD M. BATESON
Lecturer in Vocational Education
University of Michigan

AN EDITORIAL in a magazine for teachers of industrial education provides an occasion for a review of the purpose and function of education. More particularly, it encourages a reassessment of industrial arts objectives.

The essence of the editorial was to criticize industrial arts instruction for its laxity in meeting its responsibilities. It went on to say, "Our batting average is pretty low. An industrial arts designer, trained in the elements of good design and with a keen esthetic awareness, would give and, as a matter of fact, has given industrial arts project work a low rating."[1]

This statement may be true. To agree or disagree with it makes very little difference because it is believed that the criterion used to determine the success of industrial arts instruction should not be placed in the hands of an industrial designer, whether or not he be "trained in the elements of good design and with a keen esthetic awareness." We are too prone to evaluate the pupil's progress *only* in the nature of the material things that he has done—things that in many instances are evaluated on the basis or "standards" which we as connoisseurs of all good things have arbitrarily chosen. The design of the lamp, the finish on the table, the well-constructed chair, and a host of other evidences of the basic skills do not in themselves measure the success of industrial arts education. In fact, when this attitude prevails, serious doubt arises as to the success of industrial arts education. The project, job, subject, or activity should be thought of as a medium by means of which the learner develops.

There are many phases of industrial arts education that may be evaluated. All should not receive the same weight in the process of evaluation. Design does have a place in industrial arts classes, but there are other objectives which are as important and which are receiving much less attention.

A review of the literature shows an array of objectives limited only by the extent of one's imagination. They range from the essentialist's aim of education, "to develop in each pupil the habit of self-discipline which requires one to do a thing when it should be done, whether it is a pleasant task or not," to the idealist's dream, "to prepare for independent existence in after life." If we were to choose arbitrarily the latter objective as the criterion for evaluating the success of industrial arts instruction, few clergymen, if any, would give us the coveted Sunday School gold star for our efforts. Needless to say, similar criticisms and conclusions would result with about as much validity if we were to evaluate the success of industrial arts instruction with other inappropriate criteria.

In the review of the objectives of industrial arts, one weakness stands out above all others. That weakness is the lack of concern for the emotional development and social adjustment of the pupils. There can be no doubt that this phase of pupil growth belongs and should receive attention in industrial arts education; nevertheless, except for very few instances, it is ignored. The emotional development and social adjustment of our pupils are too important to be disregarded. The effects of pupil maladjustment are too far-reaching in our society to be dealt with lightly. If industrial arts instruction has failed anywhere, it is in this area.

Writers in the field of education are often accused of using words, terms, or phrases which in themselves have little significance, are vague in meaning, or are ambiguous. Therefore, so that a better understanding may be attained of what is meant by emotional development and social adjustment, the following definitions are presented from Phi Delta Kappa's "Dictionary of Education," edited by Carter V. Good:

"Emotional development is the process of psychic evolution that in the mature individual has progressed from infantile dependence to the capacity for assuming adult responsibilities."

"Social adjustment is the process whereby the individual attempts to maintain or further his security, comfort, status, role, or creative inclinations in the face of the ever-changing conditions and pressures of his environment."

Both of these processes run parallel to each other. As the individual meets with success in his efforts to maintain or further his security, comfort, status, or role in the face of the pressures in his environment, his ability to assume his responsibilities as a member of society will develop.

With this understanding of emotional development and social adjustment, we may now turn to certain psychological concepts to determine how those engaged in industrial arts education may further these processes. Needless to say, the opportunities for contributions by the teacher in facilitating the growth of the learner are many and are varied. A comprehensive presentation of the part played by the teacher would entail the study

[1] "Project Design" (editorial), *School Shop*, VIII, 3 (Nov., 1948), 2.

or review of the whole field of educational psychology; therefore, this discussion will be limited to one aspect, that of the recognition of the individual.

The individual's need for recognition may be called the need for status, or role, or mastery. The satisfaction of this need contributes directly to the social adjustment of the individual. Conversely, it may be said that the failure to satisfy this need contributes most to the feeling of inadequacy and social maladjustment. The tremendous number of drop-outs, the "Brat that just won't cooperate no matter what I do for him," the mischievous rascal who is always looking for the opportunity to put one over on the teacher, the truant and many other maladjusted individuals found in our schools all have the roots of their difficulties embedded, at least partially, in the failure to satisfy this need. The glorious sense of personal adequacy can only be achieved by securing a place, a name, a favorable status in the group. Industrial arts education has a unique opportunity to satisfy this need and, in so doing, to contribute greatly to the emotional development of the pupil.

Educators have long been cognizant of individual differences. Many schools, realizing the responsibility placed in their hands for the development of *all* children, have endeavored to provide an array of curricula, classes, extra-curricular activities, and methods of instruction. Not all individuals excel in doing the same thing. Mary is in her glory when reciting the Shakespeare in her English class; John gains prestige by reading the day's lesson from his Latin book; there is no one better than Susie and her flute. Patrick is president of the debating club and Jeniszewski is captain of the football team. James has more spending money than all the rest combined, and Art is an aspiring artist. Tom, Dick, and Harry have found themselves in the varied activities of the industrial arts shop and Jane is president of the student council.

Each of the above situations provides the opportunity for some to find satisfaction. Each contributes markedly to the emotional development and social adjustment of those participating. If given enough time, individuals tend to gravitate to those activities which they do best. They do so because of the success they have experienced while engaged in these activities. But for many the time in school is too short to allow this evolutional process to take place. The school must take an active part in the process.

Many educators, realizing that their responsibilities do not end when they have provided different kinds of experiences for their charges, have also attempted to assist the individual in determining from what experiences he can receive the most benefit. This assistance has taken many forms. Comprehensive guidance programs and teachers well prepared in educational principles and practices have contributed much. To determine what basic mental abilities the individual possesses is basic to the process of assisting the individual to find himself.

Individuals succeed, receive recognition, attain status in the activities they pursue in direct proportion to the degree to which they possess the primary abilities which are involved in the activity. A child with high verbal understanding and fluency will naturally do best in activities which involve these primary abilities. It is natural for the boy or girl who is a "whiz" in mathematics to rate high in the number facility ability. The school, therefore, must not only provide a variety of experiences but it must also assist the individual to enter those socially acceptable activities in which he is most likely to meet success and, as such, activities which will contribute to his development and adjustment.

Although our schools in general have improved in the past several hundred years, we need not search long or far to discover that some improvements are still possible—in fact, needed. A glance at many of our curricula would show a heavy concentration of subjects which require very few of the primary abilities. No studies have been made to justify this lopsided concentration. If we are at all concerned with the emotional development and social adjustment of the children attending our schools, in fact, of society as a whole, we must provide opportunities for the individual pupil to do what he can do best.

Many in the field of industrial arts education have seen a pupil, who has been cast aside as scrap by some of our more bookish colleagues, turn out to be pretty good after all. Often as a result of finding himself he is encouraged to attempt what he previously failed in doing. The fact that he was able to succeed in the shop has been invariably attributed to the "natural desire" is so universal, so automatic, and so devoid of foreknowledge that they have termed it an "instinct—an instinct to create." In view of the knowledge and information available concerning "instincts" it is doubtful whether this term is acceptable; nevertheless, it is prevalent phenomenon among people living in our culture.

It is nigh to impossible to say how much of an individual's behavior is caused by his environment and how much is caused by the tissue tensions of the organism. It is known that an individual has certain drives which move him to action and that these drives come about as a result of some need. The need may be a conscious need, such as hunger, or it may be one of which the individual is not aware. The individual's need for recognition may or may not be realized by the individual himself. As previously stated, this need for recognition may result in behavior not socially accepted. On the other hand, the need may drive the individual to accomplishments heralded by the school, the community, or the whole world. A psychological study of world events, past and present, will bear this out. In view of this, the "desire to make something" or the "instinct" to create in our classes may well be considered as the manifestation of the individual's need for recognition—to be of worth.

The industrial arts shop should provide two things—the media and types of experiences in which an individual may do that which he can do best, and the opportunity to receive recognition by his associates for what he does. The inherent nature of the well-equipped industrial arts shop provides a wide sampling of experiences; experiences that call for the use of many primary abilities. On the other hand, not all shop environments offer an opportunity for the individual to attain desired status or recognition by his associates. This latter aspect deserves much thought and planning. Its results are not always immediate or detectable, but its influence on the life of the pupil is far more reaching than other phases of industrial arts education.

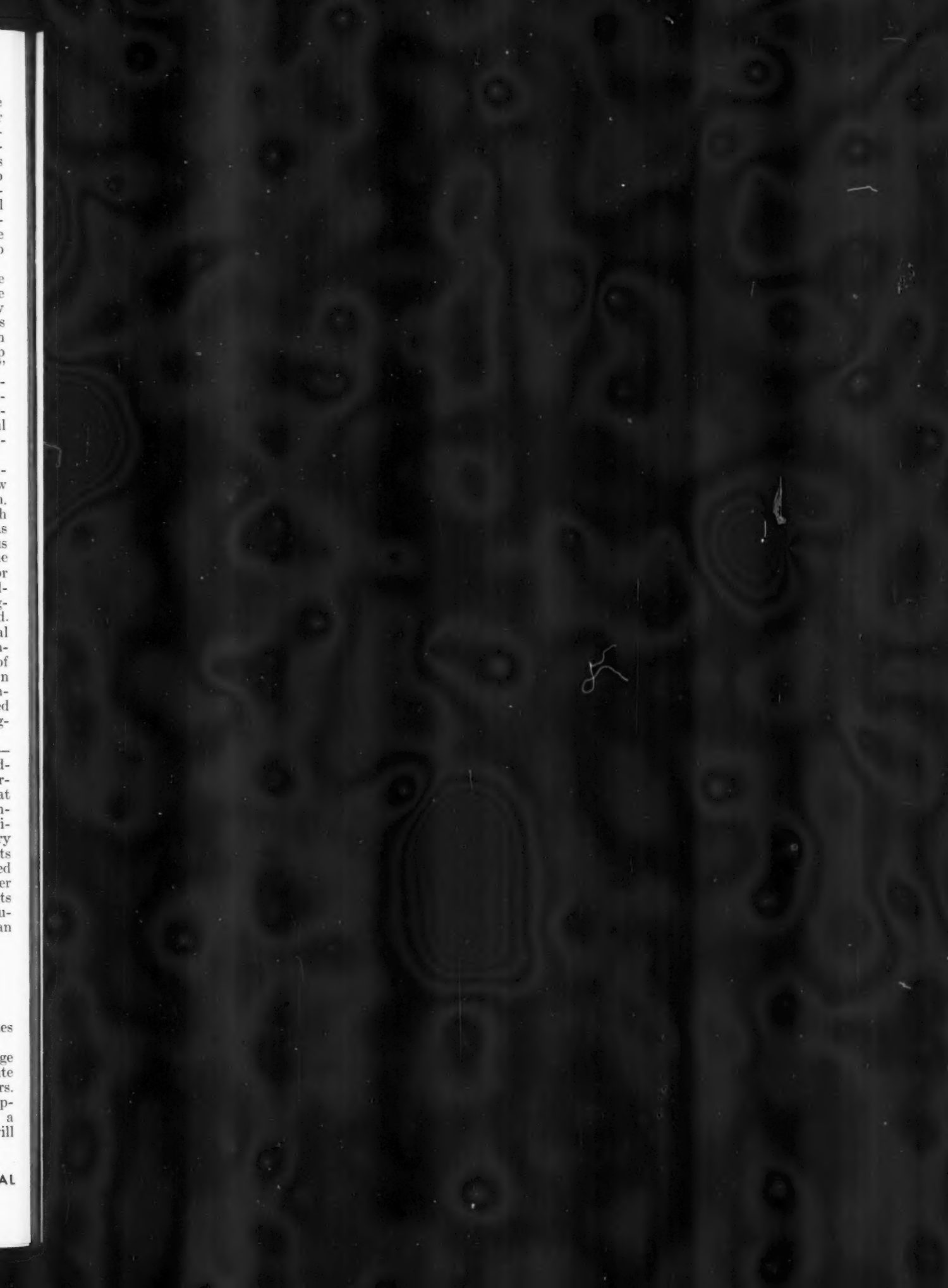
EVERY COMMUNITY IS UNIQUE

(Continued from page 16)

pedagogical theory and practical application creates confusing distractions.

Those of us who have spent years in trying to bridge this gap are constantly seeking tools which will expedite communication between the school and its lay advisors.

The instruction committee of the Emily Griffith Opportunity School has been experimenting with such a tool, a graphic device called *Zoned Analysis*, which will be the subject of another article at a later date.



Are Y
sc
Educa
Fifty
Free
Indus
Legisl
Plight
Still
Total
We C

Ag Te
Doing
Farm
Futur
FFA
Froze
H. O.
Schoo
Some
Specia
Texas
p.
Veter
p.
What
What
—

Ameri
Ju
Atlan
AVA
AVA
AVA
AVA
AVA
AVA
AVA
Ja
E. L.
Exhib
Milwa
Offici
Progr
Revis
p.
Repor
Repor
Ship's

Back
Better
DE M
DE St
Educa
Sell T

AMERICAN VOCATIONAL JOURNAL

INDEX TO VOLUME 24 JANUARY TO DECEMBER 1949

EDITORIALS

Are You Proud To Be a Vocational Teacher?—Maude Williamson, p. 2, May
Education for Life Adjustment—R. E. Cammack, p. 2, March
Fifty Thousand in Fifty—E. L. Williams, p. 2, December
Free Enterprise—J. C. Woodin, p. 2, June
Industrial Arts in Education—Frank C. Moore, p. 2, April
Legislation—J. J. Brown, p. 2, September
Plight of Youth, The—Charles W. Sylvester, p. 2, February
Still Room to Grow—Donovan R. Armstrong, p. 2, October
Total Program, The—Verd Peterson, p. 2, November
We Cannot Stand Still—E. L. Williams, p. 2, January

AGRICULTURE

Ag Teacher-Trainer "Airborne"—Webb Jones, p. 5, October
Doing Is Learning—Leslie J. Van Etten, p. 25, December
Farm Mechanics—L. D. Clements, p. 25, January
Future Farmers of America—p. 19, April
FFA 20th Anniversary Convention—John Farrar, p. 21, February
Frozen Foods and Holly—H. O. Sampson, p. 26, October
H. O. Sargent Award Winner—Ruby Corder, p. 21, March
School Fair—J. Arthur Peters, p. 9, March
Some Present Problems—L. M. Sasman, p. 7, December
Special Teachers of Agriculture—H. N. Hansucker, p. 23, March
Texas Boy is Winner of National NFA Award—Ruby Corder, p. 25, February
Veteran Farming Training—James F. Gallant and L. C. Liles, Jr., p. 3, May
What Ag Teachers Say—Irving Gerhardt, p. 17, September
What Farmers Think About Educational Booklets and Bulletins—G. B. Gunlogson, p. 27, February

AMERICAN VOCATIONAL ASSOCIATION, INC.

American Vocational Journal, Index to Volume 23, (1948), p. 18, June
Atlantic City Convention—L. H. Dennis, p. 3, March
AVA Advisory Council—L. H. Dennis, p. 16, June
AVA Convention Program, 1949—p. 3, November
AVA Goes International—Franklin J. Keller, p. 18, February
AVA Life Memberships—p. 20, January
AVA Membership Record, 1948—p. 21, January
AVA Membership Record, 1949—p. 27, September
AVA Officers, 1949—p. 4, January
AVA Treasurer's Report, 1948—Charles W. Sylvester, p. 10, January
E. L. Williams, New AVA President—p. 4, February
Exhibits, The—p. 11, January
Milwaukee Convention—p. 3, January
Official List of AVA Committees, 1949—p. 26, September
Programs at Atlantic City—p. 23, September
Revised Constitution, American Vocational Association, Inc.—p. 14, January
Report of the Executive Secretary—L. H. Dennis, p. 5, January
Report of the Resolutions Committee—p. 18, January
Ship's Citation for 1948, The—L. H. Dennis, p. 17, January

DISTRIBUTIVE EDUCATION

Back to Better Selling—Florence L. Fisk, p. 21, June
Better Retailing—John R. Van Arnum, p. 8, April
DE Meets a Training Need—S. Rex Gorton, p. 9, October
DE State Conference—Richard Draine, p. 6, June
Education's Latest Contribution—Julian J. Anthony, p. 6, March
Sell The Special First—William B. Runge, p. 26, March
Sixty-five Cents for a DE Lab—Charles W. Foster, p. 15, February
Small Business Problems—M. J. DeBenning, p. 20, September
Training DE Teachers—Louise S. Hitchcock, p. 11, May

GENERAL VOCATIONAL

Army Looks at Vocational Education, The—Colonel Walter E. Sewell, p. 11, February
By Plan or Chance?—John A. Butler, p. 9, April
Education for Economic Advancement—Paul Cleland, p. 7, May
Every Community Is Unique, Louis A. McElroy, p. 14, December
First New England Regional Vocational Convention—Teresina B. Thompson, p. 13, September
Human Resources—J. E. Hollingsworth, p. 23, May
Improving Vocational Teaching—John F. Shea, p. 9, June
John Callahan, Wisconsin State Superintendent, Honored—p. 19, May
Let Us Make Research Available—Benjamin J. Novak, p. 23, February
New Minnesota Legislation—p. 28, October
New Jersey's Vocational Education—Arthur B. Wrigley, p. 18, October
Norway Speeds Vocational Training—Royal Norwegian Information Service, p. 5, December
Poor Student or Poor School—Stephen Corey, p. 10, March
Salt Lake Area Vocational School Continues—p. 13, December
Story of a Pioneer, A—Lancé Breton, p. 21, September
Student Art With a Purpose—p. 3, October
Thirty-two Vocational Years—Philip L. McNamee, p. 4, March
Training for Personnel Workers—William H. Atkins, p. 4, October
Visits to New Jersey Schools—Edward Berman, p. 21, October
Vocational Education in Atlantic City—Lentz D. Gold, p. 5, September
Vocational Education in Austria—Harold E. Howland, p. 19, February
Vocational Education in a Rural County—Verd Peterson, p. 9, September
Vocational Education in Germany—George W. Ware, p. 13, October
Vocational Teacher for Panama, A—Helen W. Klanderud, p. 11, June
Vocational Training for Michigan Vets—Harry W. Lawson, p. 24, January
What Should Our Schools Produce?—Carl A. Gray, p. 3, September
Year's Best Teacher, The—Mary Sherman Resh, p. 15, June

GUIDANCE

Community Career Day—E. C. Churchill, p. 10, December
Geology As a Vocation—Arthur H. Bryan, p. 21, May
Graduate Student Guidance—Alberta Young, p. 12, June
Occupational Outlook Handbook, The—Royce E. Brewster, p. 17, June
Significance of Client Centered Counseling, The—Elizabeth T. Sheerer, p. 9, May
The "Might Have Beens"—Boyd R. Swem, p. 3, December
Vocational Teachers Can Use Guidance Procedures—Clifford P. Froehlich and Royce E. Brewster, p. 7, February

HOME ECONOMICS

Consumer Education—Mildred Huber, p. 14, March
Graduate Student Guidance—Alberta Young, p. 12, June

Guidance in Home Economics—Genevieve Pohlman, Myrna Lapidus, Alberta Young, p. 7, March
Homemobile, The—Louis Huffaker, Margaret Scholl, p. 3, February
Junior College Home Economics Program—Alta Hirst, p. 24, February
Looking Toward Marriage—Valeria Krakker, p. 18, April
Meeting Today's Challenge in a Large City—Sylvia DeFever, p. 3, April
New Homemakers of America—Marie C. Moffitt, p. 7, September
Practical Nurse Education—Nettie T. Yowell, p. 15, May
Preparing for Family Life—Margaret Pipes, Pauline Sheldon, p. 30, January
Seattle's Family Life Program—Edna Martin, p. 20, December
Two Letters—Mary Gillespie, p. 12, October

INDUSTRIAL ARTS

Badger Gift Library—DeWitt Hunt, p. 11, March
Industrial Arts Contributions—Willard M. Bateson, p. 21, December
Toward Better Teachers—C. R. Hutchcroft, p. 11, April
Vitalizing Your Summer School Program—Gerald L. Ottoson, p. 17, May
Work Experience for Teachers—B. Alfred Cox, p. 18, May

INDUSTRIAL EDUCATION

Apprentice Training in Vocational Education Conference—p. 6, May
Apprenticeship Program and The School Superintendent, The—Andrew P. Hill, p. 5, February
Craft Training, Yesterday and Today—Reginald Perry, p. 4, April
Diesel Training—Milo Van Hall, p. 14, May
F. A. R. Hoffeditz Retires—Arthur W. Ferguson, p. 3, June
"Going to Teach a Trade Class?"—C. E. Turner, p. 9, December
Henry Ford Training School—E. H. Stoelting, p. 11, September
Instruction for Instructors—p. 20, May
Limited Size—Unlimited Opportunity—Walter E. Schutz, p. 19, March
Magnolia Apprentice Conference—Arthur L. Howard, p. 15, September
Man, A Tool Using Animal, But—William J. Micheels, p. 12, March
Michigan Foundrymen Restore Trade School Foundry Program—p. 6, October
Operating Principles of Advisory Committees—Robert Welch, p. 5, June
Pre-Apprenticeship in Bricklaying—James R. Warren, p. 14, September
Teacher Training for Extension Teachers—Ammon Swope, p. 17, December
Twenty-five Years Later—C. W. Spain, p. 7, June
Vitalizing Your Summer School Program—Gerald L. Ottoson, p. 17, May
Workshop Conference—Illinois Style—p. 10, February
Work Experience for Teachers—B. Alfred Cox, p. 18, May
YMCA Trade and Technical School—Ted L. Taylor, p. 15, October

PART TIME

Part Time Occupational Education—H. D. Shotwell and Carl James, p. 16, May
"Refresher" Teacher Training Program, A—J. Douglas Wilson, p. 18, March

REHABILITATION

Coordinated Program for Vocational Rehabilitation, A—Donald C. Thornton, p. 24, May

1949 INDEX TO AUTHORS

Anthony, Julian J., p. 6, March
Armstrong, Donovan R., p. 2, October
Atkins, William H., p. 4, October
Bateson, Willard M., p. 21, December
Berman, Edward, p. 21, October
Breton, Lance, p. 21, September
Brewster, Royce E., p. 7, February; p. 17, June
Brown, J. J., p. 2, September
Bryan, Arthur H., p. 21, May
Butler, John A., p. 9, April
Cammack, R. E., p. 2, March
Churchill, E. C., p. 10, December
Cleland, Paul, p. 7, May
Clements, L. D., p. 25, January
Corder, Ruby, p. 25, February; p. 21, March
Corey, Stephen, p. 10, March
Cox, B. Alfred, p. 18, May
DeBenning, M. J., p. 20, September
DeFever, Sylvia, p. 3, April
Dennis, L. H., p. 5, p. 17, January; p. 16, June; p. 8, September; p. 8, October; p. 28, November.
Draine, Richard, p. 6, June
Farrar, John, p. 21, February
Ferguson, Arthur W., p. 3, June
Fisk, Florence L., p. 21, June
Foster, Charles W., p. 15, February
Froehlich, Clifford P., p. 7, February
Gallant, James F., p. 3, May
Gerhardt, Irving, p. 17, September
Gillespie, Mary, p. 12, October
Gold, Lentz D., p. 5, September
Gorton, S. Rex, p. 9, October
Gray, Carl A., p. 3, September
Gunlogson, G. B., p. 27, February
Hansucker, H. S., p. 23, March
Hill, Andrew P., p. 5, February
Hirst, Alta, p. 24, February
Hitchcock, Louise S., p. 11, May
Hollingsworth, J. E., p. 23, May
Howard, Arthur L., p. 15, September
Howland, Harold E., p. 19, February
Huber, Mildred, p. 14, March
Huffaker, Lois, p. 3, February
Hunt, DeWitt, p. 11, March
Hutchcroft, C. R., p. 11, April
James, Carl, p. 16, May
Jones, Webb, p. 5, October
Keller, Franklin J., p. 18, February
Klanderud, Helen W., p. 11, June
Krakker, Valeria, p. 18, April
Lapidus, Myrna, p. 7, March
Lawson, Harry W., p. 24, January
Liles, L. C., Jr., p. 3, May
McElroy, Louis A., p. 14, December
McNamee, Philip L., p. 4, March
Martin, Edna, p. 20, December
Micheels, William J., p. 12, March
Moffitt, Marie C., p. 7, September
Moore, Frank C., p. 2, April
Novak, Benjamin J., p. 23, February
Ottoson, Gerald L., p. 17, May
Perry, Reginald, p. 4, April
Peters, J. Arthur, p. 9, March
Peterson, Verd, p. 2, November; p. 9, September
Pipes, Margaret, p. 30, January
Pohlman, Genevieve, p. 7, March
Resh, Mary Sherman, p. 15, June
Runge, William B., p. 26, March
Sampson, H. O., p. 26, October
Sasman, L. M., p. 7, December
Schutz, Walter E., p. 19, March
Sewel, Walter E., p. 11, February
Scholl, Margaret, p. 3, February
Sheldon, Pauline, p. 30, January
Sheerer, Elizabeth T., p. 9, May
Shea, John F., p. 9, June
Shotwell, H. D., p. 16, May
Spain, C. W., p. 7, June
Stoelting, E. S., p. 11, September
Swope, Ammon, p. 17, December
Sylvester, Charles W., p. 10, January; p. 2, February
Taylor, Ted L., p. 15, October
Thornton, Donald C., p. 24, May
Thompson, Teresina B., p. 13, September
Turner, C. E., p. 9, December
Van Arnum, John R., p. 8, April
Van Etten, Leslie J., p. 25, December
Van Hall, Milo, p. 14, May
Warden, James R., p. 14, September
Ware, George W., p. 13, October
Welch, Robert, p. 5, June
Williams, E. L., p. 2, December; p. 2, January
Williamson, Maude, p. 2, May
Wilson, J. Douglas, p. 18, March
Woodin, J. C., p. 2, June
Wrigley, Arthur B., p. 18, October
Yowell, Nettie T., p. 15, May
Young, Alberta, p. 12, June; p. 7, March

In Vocational Agriculture

LESLIE J. VANETTEN
Agriculture Instructor
Western Illinois State College

"DOING IS LEARNING"

RURAL electrification is expanding rapidly. Several hundred miles of electric power lines have been built in the area served by Western Illinois State College during the past two years. The farm families served by these lines need to have instruction in the proper and best use of electricity. Therefore, during the summer of 1948, the staff of the agriculture department in that college decided to offer a course in rural electrification. There was some discussion as to the proper content of such a course. Outlines of similar courses offered in other colleges and universities were obtained and reviewed. Some seemed to consist chiefly of theory, while others seemed more practical. Some were general; others were more detailed and specific. It was decided to make this course as useful as possible to young men who were enrolled as agriculture majors in our college.

A survey was made among the farming communities to help determine what units should be included in the course outline. Instructors talked with various farm leaders and rural electrification administration officials in order to learn what information and skills on electricity were most needed by farm people. From these sources the contents of the course were planned.

In the course of the survey, it was found that very few farms were wired completely when electricity was first brought to the farmstead. Therefore, the farmer was continually needing to have electricity extended to additional outbuildings (barn, garage, hog house, poultry house, etc.), and the farmer's wife was discovering that she needed certain switches and additional outlets or lights installed here and there about the farm home in order to make her work more convenient. New electrical equipment was being purchased, and many times this meant an extension to the wiring system. Used appliances were often needing minor adjustments and repairs.

The course was designed to meet these needs by teaching the skills and the knowledge necessary to wire houses and farm outbuildings properly for electricity. It taught the proper wiring methods, systems, skills, and code interpretations for doing such wiring. Also included in the course were minor units on the proper care, use, and installation of small electric appliances and motors which are commonly found in and around the farm home.

The old saying "Doing is learning" has been proven true repeatedly. Therefore, the young men taking the electrification course were asked to wire some building or project as a part of their training. During the past year, one class wired a large poultry house (80 by 20 feet), and the other class wired the farm and machine shop building, both buildings being college property. The wiring was complete, including entrance service, fuse and switch boxes, receptacles, lamps, duplicate outlets, an outside pole light, and 3-way switches.

Actual practice and experience were also required as a part of a second course, a general farm shop course consisting of the following ten units: (1) sharpening and fitting hand tools, (2) farm carpentry, (3) painting, (4) cutting glass and the use of putty, (5) soldering, (6) forging and tempering, (7) pipe work and simple plumbing, (8) oxyacetylene welding, (9) electric-arc welding, and (10) farm concrete work. The necessary skills and knowledge were taught in each unit. Then each student was required to use his acquired skill in doing the actual job, such as sharpening a variety of his own tools or some supplied by the instructor. In many cases, parents gladly supplied actual work that could be done in the shop for the different units. If there was not enough experience provided in this way, the instructor could always discover some way to supply this from needs, repairs, etc., to be found around the school or college. Teaching practical courses for students in this combined method of theory and applied experience has been significant in results obtained. Vocational agriculture instructors everywhere will find almost unlimited opportunities to apply the "learn by doing" technique in their teaching, with the result that practical projects will be accomplished and effective learning gained at the same time.

AVA

1950 DUES

PAYABLE NOW!

YOUR ASSOCIATION HAS GROWN TO NEARLY 31,000 MEMBERS. GET YOUR 1950 DUES IN EARLY AND KEEP OUR ROLLS ROLLING AT TOP SPEED! DO IT NOW!

Dues for the Year December 1, 1949, to November 30, 1950, should be paid to your State Vocational Association now—avoid missing any issues of your AVA Journal! Keep your membership in continuous force! Send your dues in promptly.

Page 23-24 was Index

From the Editors

AGRICULTURAL

Malcolm C. Gaar, Editor

Sixty-one workers from eight states in the field of education in agriculture met in one of two workshops sponsored by the American Institute of Cooperation held at the Farm Credit Administration Building at Columbia, S. C., and the Mississippi FFA Camp at Longbeach, Miss. The training school was conducted by Howard McClarren, Director of Youth Education for the American Institute of Cooperation, Washington, D. C. James L. Robinson, Senior Economist, Otis T. Weaver, and John H. Heckman, Cooperative Research and Service Division, Farm Credit Administration, Washington, D. C., assisted in conducting the workshop and served as consultants.

In addition to administrators, supervisors, teacher trainers, vocational agricultural instructors and instructors of veterans' institutional on-farm training, others who attended and took part in the conference were: representatives from the Farm Credit Administration offices at Columbia, S. C., and New Orleans, La.; rural economics departments of the colleges of agriculture, State Agricultural Extension Marketing Services, Agricultural Relations Division, T. V. A.; State Councils of Farmer Cooperatives, and educational leaders from representative farmer cooperatives throughout the south.

The three-day workshops held September 28-30, 1949, at Columbia, S. C., and October 4-6, 1949, at Longbeach, Miss., were conducted for the purpose of developing plans and procedures for the presentation of farmer cooperative education and training to all-day, young-farmer, and evening class students enrolled in vocational agriculture and veterans on-farm training classes. Plans were developed for providing in-service training for administrators, supervisors, and instructors and for increasing the amount of training in the field of farmer cooperatives received by student trainees enrolled in college courses in agricultural education.

As a follow-up to these workshops, a two-day conference will be soon held in Washington, D. C., to correlate the findings of the meetings held at Columbia and Longbeach. At this conference a definite pattern for administration and instruction in farmer cooperative education in the southern region will be perfected. Representatives from each of the 12 states in the area will be invited to attend in order that an operational program in farmer cooperative education may be developed by the states concerned.

The following states cooperated in the first workshop: North Carolina, South Carolina, Georgia, and Tennessee. The following states cooperated in the second workshop: Alabama, Mississippi, Oklahoma, and Louisiana.

HOME ECONOMICS

Miss Mary Gillespie, Editor

Homemaking teachers will be interested in the splendid work under way in Arizona in curriculum development. Miss Rua Van Horn, Program Specialist, U. S. Office of Education, met this fall with Arizona administrators, supervisors, teacher trainers and a group of homemaking teachers, to plan for further development of the State Guide in Homemaking Education. Four committees were formed and functioned last year, as follows: *Beliefs,* Mrs. Dorothea Wyman, Chairman, Miss Ruth Barr, Co-Chairman; *Experiences,* Miss Norma Sayre, Chairman, Miss Mabel Davis, Co-Chairman; *Studying Individual Community Needs,* Miss Frances Woolfolk, Chairman, Mrs. Mayme Hood, Co-Chairman; *Developmental Needs of Adolescents,* Mrs. Marjorie Hewette, Chairman, Mrs. Mildred W. Wood, Co-Chairman. Material developed by these committees, with the assistance of other homemaking teachers, was further developed by the summer workshops. It was discussed and distributed at the State Conference for Homemaking Teachers to be used and evaluated by the teachers during the year.

Home Economics Curriculum workshops were conducted at the three teacher-training institutions during the summer. Mrs. Mildred W. Wood and Mrs. Naomi Norton conducted the workshop at Arizona State College, Tempe; Mrs. Eva W. Scully, Miss Boletha Frojen, and Miss Byrd Burton conducted the workshop at Arizona State College, Flagstaff; and Miss Faye C. Jones conducted a course in curriculum development at the University of Arizona, Tucson.

Mrs. Mildred W. Wood, Mrs. Dorothea Wyman, Mrs. Gladys Funk, Miss Mabel Davis, Miss Edna Tarleton, and Miss Frances Woolfolk, spent some time in the State Office following the workshops, editing and further revising the materials which were developed at the workshops. This material was presented at the State Conference for Homemaking Teachers and will be tried out during the year.

INDUSTRIAL ARTS

R. Lee Hornbake, Editor

The story of American industry stirs the imagination when nothing more than past achievements are reviewed. A preview of the *future* excites the emotions when nothing more than reasonable projections are described.

The newsworthiness of industry is verified by the industrially oriented articles and books which flow from the press in an unbroken stream. Two recent examples which merit the attention of industrial arts teachers are: *How Big in 1980?* (Atlantic, November, 1949) and *The New Society* (Harper's, September, 1949).

How Big in 1980? peers into a time which may seem remote. But actually the article encompasses only the early and middle life of the generation we are now educating. Among the most easily related data included in this article are: an 88.4 per cent increase in consumption of goods and services, a 30-hour work week, 70 million automobiles, and at least a 416 billion dollar output of goods and services per year. The implications of these facts for certain time-honored industrial arts objectives should be obvious.

These figures refer to material things, for the most part, but there are social and economic correlates to be considered. The development of industry, especially since 1910, has not merely introduced a method of production. More significantly, it has altered the basic social institutions; that is people have been affected in terms of their man-to-man relationships. The social revolution wrought by the single industrial phenomenon, mass production, is the theme of *The New Society.*

The teacher or administrator of industrial arts should be respectful of potential social directions just as he is sensitive to changes of a technical nature. Education should be concerned first of all with *people* and their problems.

VOCATIONAL GUIDANCE

Guy O. Tollerud, Editor

Vocational guidance represents one of the greatest needs of youth today. In a national survey conducted last spring, 59 per cent of the students ask: "How much ability do I actually have?" Forty-two per cent ask: "What are my real interests?" Forty per cent want to know "what jobs are open to high school graduates."

These are normal questions that students need help in answering. They are questions that parents look to the school for help in answering. What are we doing as school people to help students find answers to these questions?

We often hear the statement that every teacher should be a counselor and assist students with their guidance problems. This, of course, is true, and it would be well if every teacher would take his just place in the school's guidance activities.

In vocational guidance certain teachers have a particular responsibility or part to play. The agricultural teacher has opportunities to work rather closely with farm boys and farm parents. He should consider guidance as an important phase of his work.

Business education teachers represent the business area of the average high school program. Many youth turn, after graduation, to the business world for jobs. What should they consider in turning to these many and varied jobs? The business education teachers should be able to help them.

The home economics teacher deals with training for homemaking both on the teen age and adult level. Youth have many problems relative to marriage and homemaking with which they need guidance. Who should be better able to counsel students than the homemaking teachers?

One of the aims of industrial arts training is its exploratory functions. Exploratory training in drawing, electricity, metal work, ceramics, plastics, and woodwork should uncover unusual abilities, strengths and weaknesses in students. The industrial arts teacher can render effective service in the field of vocational guidance. He should be an important vocational counselor as well as industrial arts teacher.

Let us all join hands in carrying our guidance corners. The school counselor needs the help of all teachers and, mainly, the help of *special* teachers.

The Editors will welcome items from readers for use in these columns. Editors' addresses may be found on page 1 of the JOURNAL.

Association News and Notes

AVA President E. L. Williams, right, and Lee D. Bodkin, Secretary-Treasurer, California Industrial Education Association. The CIEA has pledged itself to 100 per cent AVA membership in 1950.

● The **California Industrial Education Association** played host to AVA President E. L. Williams during the summer session at the University of California at Los Angeles. President Williams visited the campus and addressed the trade and industrial teachers who were in training courses.

Occupational training in the public schools of California has progressed and expanded to an all-time high of 417,000 youths and adults enrolled in vocational training classes approved for reimbursement through provisions of the California State Plan for Vocational Education. This represents an increase of some 60,000 or 17 per cent over the preceding year.

Such expansion is reflected in the teacher training program. During the 1949 summer session there were 169 teachers engaged in teacher training. Of this number, 68 were in the first year program, having entered teaching since the 1948 summer session. This represents the program in Southern California only. The University of California at Berkeley has a program very similar in numbers.

* * *

● The third annual convention of the **Minnesota Vocational Association** was held in the Hotel Radisson, Minneapolis, on October 20 and 21. Each section of the Association held special meetings, and many exhibits, showing teaching materials and equipment, were on display. Tours were organized for those members who were interested in seeing new equipment and school programs in action. Dr. Ella J. Rose, MVA President, was chairman of the general meeting and business session. Delegates were welcomed by Joseph Kingman, Director, Dunwoody Industrial Institute. Harry C. Schmid, Minnesota State Director of Vocational Education, was chairman of the banquet, at which Senator William E. Dahlquist, 65th District, was toastmaster. Louis Sasman, AVA Vice President for Agriculture and Wisconsin State Supervisor of Agricultural Education, extended greetings from the American Vocational Association. M. D. Mobley, Georgia State Director of Vocational Education, was the speaker at the banquet. Senator Hubert Humphrey was speaker at the general luncheon.

AVA President E. L. Williams, right, and Dr. Edwin A. Lee, Dean of the School of Education at U.C.L.A. and a former AVA President (1926). Mr. Williams addressed the trade and industrial teachers who were in training during the U.C.L.A. Summer Session.

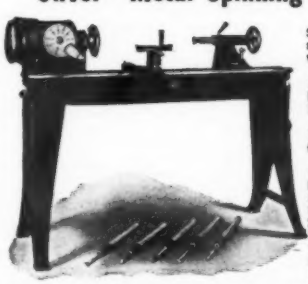
● Volume 1, No. 1, of the *Hawaiian News Bulletin* was issued on October 1st through the efforts of the following members of the newly appointed **Hawaiian Vocational Association** Editorial Board: Lloyd Kaapana, Mrs. Helen McGill, and L. J. Paulus. Plans for printing a bulletin commemorating the 25th anniversary of vocational education in Hawaii are now being formulated. Officers of the HVA are as follows: Lloyd Kaapana, President; Jiro Suzuki, Secretary; and L. J. Paulus, Executive Secretary-Treasurer. The District Vice Presidents are Clarence Andrade, Hawaii; Norman Ignacio, Maui; Lloyd Mattson, Lanai; Robert Fukuda, Molokai; Masao Uyematsu, Kauai; and Helen McGill, Oahu. The Sectional Vice Presidents are David Jorge, Industrial Arts; Susan Atebara, Home Economics; Raymond Won, Agriculture; Clarence Ferdun, Guidance; John Gelinskey, Trade & Industry; and Merlin Ekern, Rehabilitation. The office of Vice President for Business Education is unfilled at the present time.

* * *

● Officials of the **Colorado Vocational Association** for 1949-50 are as follows: Louis A. McElroy, President; Edna-Jean Hershey, Secretary-Treasurer; W. R. Hickman, Chairman, Trade and Industrial Education Division; Carl Prior, Chairman, Distributive Education Division; J. L. Harvey, Chairman, Agriculture Education Division; Hazel C. Jacobsen, Chairman, Homemaking Education Division; William E. Ratekin, Chairman, Rehabilitation Division; Parnell R. McLaughlin, Chairman, Eastern District; Thomas B. Dillingham, Chairman, Southern District; Thomas B. Dillingham, Chairman, Western and San Juan Districts; and Russell K. Britton, Chairman, Public Relations Committee.

(Continued on page 30)

"Oliver" Metal Spinning Lathe



Spins heavy sheet metals with ease.

Extra large bearings and heavy bed.

Live tail center.

Motor-driven headstock adjustable from 800 to 2750 RPM.

Write for Bulletin 159M.

Oliver Machinery Co., Grand Rapids 2, Michigan

AVA PUBLICATIONS

VOCATIONAL EDUCATION FOR AMERICAN YOUTH. 1949. 12 pages. Free.

SUGGESTED PROBLEMS FOR RESEARCH STUDY IN VOCATIONAL AND INDUSTRIAL ARTS EDUCATION. 1949. 23 pages, mimeographed. Price 25 cents.

RESEARCH BULLETIN NO. 3 — FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS. 1948. 96 pages. Price 50 cents.

IMPROVING INSTRUCTION IN INDUSTRIAL ARTS. 1946. 96 pages. Price: 25 cents each; 5 or more, 20 cents each.

STATE SUPERVISION OF INDUSTRIAL ARTS EDUCATION. 1946. 12 pages. Free.

AMERICA'S VOCATIONAL SCHOOLS. 1945. 56 pages. Free.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments. 1940. 4 pages each. Price: 10 copies, 15 cents; 100 copies, $1.05.

AMERICAN VOCATIONAL JOURNAL

Monthly except July and August. $2.00 subscription price to colleges, universities, libraries, business firms, and interested lay persons. Free to members of American Vocational Association, Inc.

SERVICE LEAFLETS
(Free)

AVA—AGRICULTURAL EDUCATION SECTION

AVA—TRADE AND INDUSTRIAL EDUCATION

AVA—VOCATIONAL GUIDANCE SECTION

AVA—INDUSTRIAL ARTS SECTION

AVA—HOME ECONOMICS SECTION

AVA—A SERVICE ORGANIZATION

AREA VOCATIONAL SCHOOLS

Send orders for publications and requests for information to:

AMERICAN VOCATIONAL ASSOCIATION

1010 Vermont Avenue, N. W.
Washington 5, D. C.

NEW YORK REORGANIZES INDUSTRIAL SERVICES

The industrial education services in the New York State Education Department, which include the work of about 30 supervisors, have been reorganized into a Division of Industrial and Technical Education under the acting direction of Frank P. Johnston, formerly Chief of the Bureau of Industrial and Technical Education. The Division will now include three bureaus designated as the Bureau of Trade and Technical Education, the Bureau of Industrial Arts Education, and the Bureau of Occupational Extension and Industrial Service. It will also include the services given to private trade schools and correspondence schools.

Mr. Johnston has been with the State Education Department since 1928, first as supervisor of industrial education in charge of part-time continuation schools, trade and industrial high schools, and apprentice training and trade extension education.

William N. Fenninger, State Supervisor of Technical Education since 1930, has been promoted to Acting Chief of the Bureau of Trade and Technical Education. Roy G. Fales, State Supervisor of Industrial Arts since 1929, has been promoted to Acting Chief of the Bureau of Industrial Arts Education.

Nelson J. Murbach, Director of Vocational Education, Batavia, for the past ten years, has been appointed Acting Chief of the Bureau of Occupational Extension and Industrial Services. Mr. Murbach recently completed work for his doctorate at New York University.

The new division, with its three new bureaus, is under the administrative direction of Arthur K. Getman, Assistant State Commissioner for Vocational Education.

Pennsylvania Teacher Supply

The Department of Public Instruction in Pennsylvania has completed an "Analysis of Teacher Supply and Demand," prepared from data submitted by county and district superintendents in response to a questionnaire.

The summary indicated that the chief areas of teacher shortage continue to be in the elementary field of the rural schools, in vocational education, special education, and in the number of school nurses needed. The need for teachers in mentally retarded classes is particularly acute with a demand for 110 teachers and a total of 18 applicants.

In the school districts in the largest cities, the data indicate an improved situation except in the elementary field. There is a shortage of qualified elementary teachers in both Philadelphia and Pittsburgh. In smaller cities, the total number of vacancies for all the different types of teaching activities is reported as 152, while the institutions indicated that 591 teachers are available. These 591 teachers are available primarily in the fields of social studies, English, and the foreign languages.

In Third Class school districts, the report indicates a shortage of teachers of trade and industrial classes and a pronounced shortage of school librarians.

The county superintendents for Fourth Class school districts and Third Class districts under their supervision report a serious shortage of qualified teachers in the elementary field. Vocational teachers in the field of home economics, agriculture, and trade and industry are urgently needed in these smaller school districts.

Apprentice Enrollment Shows Increase

The annual report on apprentice and occupational extension training in New York State during the past school year showed 35 new centers conducting programs. A total of 102 communities conducted 834 classes for 20,129 apprentices and 71 communities enrolled 22,496 persons in 692 occupational extension classes. With only about 85 per cent of the industrial classes for adults reporting, there were 408 centers with an enrollment of 26,472 persons in 1,283 classes. This represents a large increase over 1945, when there were only 29 centers having 1,200 enrolled in apprentice classes and 9,146 enrolled in occupational extension classes.

VOCATIONAL COUNSELING FELLOWSHIP AVAILABLE

The National Federation of Business and Professional Women's Clubs, Inc., has announced a fellowship available for the academic year 1950-51. The project for which this award, the Lena Lake Forrest Fellowship, is to be made is "research in vocational counseling for girls in high schools located in other than metropolitan cities to guide in work preparation, compared with that given for boys, with a view to development of standards for such vocational counseling." Application form and credentials should be on file in the national executive offices of the Federation, 1819 Broadway, New York 23, New York, before January 10, 1950.

ATF LITTLE GIANT

Widely preferred for

PRINTING *instruction*

Over sixty modern schools already have installed this modern, low-cost cylinder press in their printing departments, and their number is being added to constantly. Safest to operate, simple enough for the novice to handle easily, the ATF Little Giant is capable of the finest automatic cylinder-press quality, printing on any kind of paper from onionskin to 4-ply card. Easy to make ready, quick on get-away. Accessible bed facilitates press changes. A practical, versatile press, taking a 12"x18" sheet but requiring only 20 sq. ft. floor space, that students will meet in shops from Coast to Coast.

Detailed information on this and other ATF equipment for printing departments, as well as complete cooperation in layout and planning, is freely offered.

American Type Founders

Department of Education

200 ELMORA AVENUE, ELIZABETH B, NEW JERSEY

Personals

Leonard C. Silvern

● **Leonard Charles Silvern** has received the appointment as Safety Training Director, Division of Safety, State of New York, at Albany. Mr. Silvern was formerly Training Supervisor, New York Naval Shipyard, where he directed apprentice training, student training, artisan training, instructor training, and supervisory conference leading for the machine shops. He completed a four-year apprenticeship with the Navy Department as machinist; received his B.S. degree from Long Island University and his M.A. from Teachers College, Columbia University. Mr. Silvern will soon receive his doctor's degree at Columbia for research in the administration of adult education.

Mr. Silvern was active in teacher-training for the United States Navy as teacher for a series of courses entitled "Methods of Classroom Instruction." He authored a "Workbook in Methods of Classroom Instruction," which was used for the instruction of civilian Navy employees.

* * *

● **Jose C. Saddul,** Superintendent of the Central Luzon Agricultural School, the largest and oldest regional agricultural school in the Philippines, is currently taking post-graduate work in education at the Louisiana State University, specializing in vocational guidance and teacher training of vocational agriculture teachers. After completing his course at the LSU, he expects to visit vocational schools in other parts of the United States to observe modern trends and practices. Mr. Saddul has been granted official leave by the Philippine Government for his stay in this country. The National Education Association is sponsoring his scholarship. He is a member of the Philippine Association of School Superintendents, the Philippine Association of Agriculturists, the Philippine Public School Teachers' Association, and the Reserve Officers Legion of the Philippines.

* * *

● **Olen P. Nail,** a vocational agriculture instructor in the schools of Mississippi, is now enrolled at the Louisiana State University in the Department of Agricultural Education in order to complete work for his Ph.D. in agricultural education.

* * *

● **Beatrice Hodgins,** formerly Supervisor of English, Vocational High Schools, New York City, has been appointed teacher-in-charge of the Brooklyn High School of Homemaking Annex to fill the vacancy created by the death of Marie A. Lynagh.

* * *

● **Miss Lucille McCurdy,** who recently resigned as Secretary-Treasurer of the Kentucky Vocational Association has been replaced by **Mrs. Fannie Porter** of the State Department of Education in Frankfort.

● **W. W. Beers,** formerly Deputy Superintendent for Vocational Education, Territory of Hawaii, has retired because of ill health. He has been replaced by **William H. Coulter,** formerly Supervisor of Agricultural Education. **Clarence R. Ferdun,** formerly Supervisor of Occupational Information and Guidance Service, has replaced Mr. Coulter.

* * *

● **Prof. Thomas L. Hankins,** head of the Department of Industrial Education at the University of Kentucky since 1944, has been named director of the University's Northern Extension Center at Covington, replacing **Dr. William C. Wesley,** who resigned.

The new Extension Center director has been associated with the College of Education faculty since 1938, when he was appointed instructor of industrial education. Prior to joining the University staff he had several years' experience in administrative and teaching positions in the public schools of Mason and Shelby Counties, Kentucky.

He is widely known throughout the state for his organizational work in establishing adult education training programs for various industrial concerns, including the L & N Railroad, Rural Electrification Administration, and the U.S. Army Signal Corps.

Under Prof. Hankins' direction, the Northern Kentucky Extension Center now offers a complete freshman and sophomore liberal arts course. Students living in that area may complete two years of college work before transferring to the main campus at Lexington to finish requirements for a degree. A number of adult education courses also are offered at the Center.

* * *

● **Harry W. Lawson,** Director, Michigan Veterans Vocational School, Doster, has returned from Germany, where he completed a tour of duty for the U. S. Office of Military Government as a visiting expert on vocational education.

* * *

● **George E. Yetman,** formerly apprentice at Norfolk, Massachusetts, and a graduate of the University of Massachusetts, 1949, has accepted a position as agricultural instructor at Bacon Academy, Colchester, Connecticut.

* * *

● **Max Stalcup,** Atchison, Kansas, has been appointed Director of the Program of Adult Education. He succeeds Armin Soph, Assistant Principal, who will now be able to give additional time to his supervisory and guidance duties in the high school. Mr. Stalcup is coordinator of the part-time occupational education in office practice.

* * *

● **Mildred Pascale,** Supervisor of Social Studies, New York City Vocational High School Division, has been appointed principal of Queens Vocational High School, New York City.

* * *

● **J. C. Woodin,** AVA Vice President for Industrial Education, and Wichita, Kansas, Director of Industrial and Adult Education, is a newly elected member of the Board of Directors of the Wichita Manufacturers' Club.

* * *

● **William Male,** formerly an industrial arts teacher in the Washington Irving Junior High School, Schenectady, New York, has been appointed Director of Vocational Education in Gloversville, New York. Mr. Male has also taught some of the industrial teacher training courses in the Albany area the past few years.

● **Mrs. Grace Fowler Harrison** has been appointed Assistant State Supervisor of Home Economics Education in Connecticut and started her duties with the State Department of Education on September 1st. Mrs. Harrison obtained her B.S. degree from the University of Connecticut and her M.A. from Cornell University. She has had wide experience in secondary school and adult homemaking education and, until recently, she was head of the homemaking department at Chapman Technical School in New London, Connecticut. During the summers of 1946 and 1948, Mrs. Harrison taught home economics education at the University of Maine. She is a member of the Connecticut chapter of Delta Kappa Gamma.

* * *

● **Miss Ruth Freegard** completed twenty-eight years of service to Michigan schools as Chief of the Homemaking Education Division in the Office of Vocational Education on September 23, 1949. On September 30th, Miss Freegard left the Department to begin a much anticipated tour of the eastern and southern states; eventually to find a permanent location in the Ozarks.

Miss Freegard graduated from the University of Chicago and earned her Master's Degree at Teachers College, Columbia University. She held an associate professorship at Iowa State College prior to her appointment to the Michigan staff.

Miss Freegard served on numerous committees of state and national organizations of education and home economics; she has been advisor to the Michigan Home Economics Association for twenty-five years, and she was a vice president of the American Vocational Association for four years. She was a member of the Board of the Michigan Congress of Parents and Teachers for nine years.

In reference to Miss Freegard's long term of service, the Michigan State Board of Control for Vocational Education made the following motion: "The members of the State Board of Control for Vocational Education have sincerely appreciated the contributions to Michigan education which have been made by Ruth Freegard. The members of the Board have been aware, throughout the past twenty-eight years, of the increased quality of educational offerings in the public schools in the field of home and family living as a result of her professional activities and her personal contacts with school people through the state. On this, the occasion of her retirement, the members of the Board extend their sincere congratulations for, and appreciation of, a full and worthy professional career."—*Ralph C. Wenrich, Michigan State Director of Vocational Education.*

* * *

● **Dr. R. Lee Hornbake,** Professor of Industrial Education at the University of Maryland, and Industrial Arts Editor of the AMERICAN VOCATIONAL JOURNAL, has been awarded a fellowship at Harvard University, Cambridge, Massachusetts, for post-doctoral study. Harvard University has instituted a program of fellowships in education comparable to the Nieman Fellowships in Journalism. Three persons were chosen for the initial awards, following a nationwide canvass and subsequent competitive examinations. This program encourages the intensive study of one or more educational problems employing the broad resources of Harvard. Dr. Hornbake earned his M.A. and Ph.D. degrees at Ohio State University. He will return to the University of Maryland for the 1950 summer session.

Ernest J. Simon

● The many friends of **Ernest J. Simon,** Illinois State Director of Vocational Education, will be pleased to learn that his work and his leadership in the field of vocational education in Illinois have received public recognition. Bradley University at Peoria, Illinois, in connection with the exercises of the fifty-third "Founders Day Celebration," awarded an honorary degree of "Doctor of Laws" to Mr. Simon. Vocational Education in Illinois has made substantial progress under Mr. Simon's active direction, with expanded programs and additional facilities in a number of communities. Enrollment in vocational schools and adult education programs has shown a marked increase in keeping with the times, and Illinois has been making every effort toward the goal of providing schools, staffs, and facilities sufficient to meet the requirements.

* * *

● **Howard B. Hall,** formerly teacher of industrial arts electricity at Wilbur H. Lynch High School, Amsterdam, New York, has been appointed to the position of Principal of the Amsterdam Vocational School and Supervisor of Industrial Arts in that city.

* * *

● **Hollis H. Todd,** who was Director of Vocational Education in Amsterdam, New York, for many years, retired during the past summer. Mr. Todd will long be remembered as an inveterate fighter for the underprivileged and slow learner groups of girls and boys in Amsterdam. He helped large numbers toward recognition in successful careers.

* * *

● Miss **Clara C. Cerveny,** of Prague, Oklahoma, has been appointed Dean of Home Economics at the University of Connecticut, succeeding Evalyn Bergstrand Owens, who resigned last February. Miss Cerveny is a native of Oklahoma, and is now doing graduate study at Columbia, where she is completing work for the doctor's degree. Miss Cerveny served as assistant Director of the Nutrition Service of the American National Red Cross from 1942 to 1947.

* * *

● Miss **Hazel Landin** joined the faculty of the Montana State University Department of Home Economics in September. Her work will be in the fields of teacher education and home management. Miss Landin earned her B.A. and M.A. degrees at the State College of Washington.

* * *

● The marriage of Miss **Melfrid Moe,** former Montana State Supervisor of Home Economics Education, to Warren Amole of Great Falls, Montana, took place in July. Miss **Julia Menefee** is newly appointed to Mrs. Amole's recent post as State Supervisor of Home Economics. Miss Menefee is a graduate of Alabama College, Montevallo, Alabama, and she received her master's degree in home economics education from Iowa State College in 1943.

● Miss **Gertrude Roskie,** Teacher Trainer of Home Economics, Montana State College, Bozeman, Montana, has been on leave for the fall quarter for the purpose of doing graduate study at Stanford University.

* * *

● Miss **Byrd Burton,** Head of the Home Economics Department, Arizona State College, Flagstaff, is studying at Pennsylvania State College this year. Miss **Margaret Pipes,** former head of the home economics department at Prescott, is acting head of home economics at Arizona State in Miss Burton's absence. Miss **Bertha Strange** is another new member of this department.

* * *

● **Dr. Bessie McNeil** and Miss **Ruth Daum** are two new members of the home economics staff at Phoenix College, Arizona.

* * *

Ralph D. Fleming

Ralph D. Fleming, Research Assistant in the Bureau of Guidance, New York State Education Department, since 1939 and staff member since 1924, passed away suddenly in Albany on September 9. Dr. Fleming, or "Doc" as he was affectionately known to his fellow workers and to his host of friends throughout the state, was loved and respected by all who knew him.

Dr. Fleming was one of the most active members of the AVA and especially of the New York State Vocational and Practical Arts Association since its organization. He attended every convention, served on committees and, above all, collected and edited news and professional articles for the State Vocational News Bulletin from its beginning in 1930, until the present magazine *Viewpoint* was conceived by its present editor, Dr. C. Kenneth Beach, in 1945. Since 1945 Dr. Fleming still continued to contribute the personal news for the Guidance column.

ASSOCIATION NEWS (Continued)

● The following new officers were elected at the annual meeting of the **Massachusetts Vocational Association:** Paul J. Sullivan, Worcester Boys' Trade High School, President; Marion Balboni, Department of Education, Boston, Vice President; Kathleen G. Delaney, Lowell Girls' Vocational School, Secretary; and Carroll Fuller, New Bedford Vocational High School, Treasurer.

* * *

● The Executive Council of the Arizona Association of **Future Homemakers of America** met in Phoenix on September 30 and October 1 to plan the program of work for the State Association, as well as for each state officer. "Programs for Progress" was chosen as the theme for the year. Preliminary plans were also made for the State and District meetings. Carol Green, State President, met with Miss Freda Wilson, State Adviser, to make final plans for the day and a half meeting. Fourteen of the fifteen members of the Executive Council were present.

* * *

● Newly elected officers of the **Oklahoma Vocational Association** are as follows: Mrs. Ima Stewig, Home Economics, Coalgate, President; Ralph Barclay, Distributive Education, Duncan, Vice President; Virgil Huston, Trade and Industrial Education, Bartlesville, Vice President; and Hugh D. Jones, Vocational Agriculture, Oklahoma A & M College, Stillwater, Secretary-Treasurer.

Joseph R. Strobel, Ohio State Director of Vocational Education, congratulates Margaret Spicer, President-Elect of the Ohio Vocational Association, while Dr. R. W. Gregory, Assistant Commissioner of Education, U. S. Office of Education, looks on.

● In recognition of her long-continued contribution to the upbuilding of the state, **Dr. Ella J. Rose** of 2168 Knapp Avenue, St. Paul, Minnesota, as President of the Minnesota Vocational Association, has been presented with The Minneapolis Star and Tribune Award for Leadership in Minnesota.

The presentation was made at the third annual convention of the Minnesota Vocational Association in Minneapolis on October 20, 1949.

The award consists of a gold pendant inscribed "For Leadership in Minnesota" and a framed certificate which reads:

"In Recognition of Leadership in Minnesota. Whereas Dr. Ella J. Rose as President of the Minnesota Vocational Association has given a service to Minnesota that has added to this state's supremacy as a place in which to live and work, has brought additional respect to her organization and has enhanced her own prestige as a citizen, *The Minneapolis Star and Tribune* presents to her this Leadership Award."

The Minneapolis Star and Tribune plans a series of similar awards to leaders of state business and trade associations holding conventions in Minneapolis.

* * *

● The Massachusetts Farm Production and Marketing Outlook Conference was held at the University of Massachusetts, Amherst, on November 30-December 1. This meeting was sponsored by the **Massachusetts Agricultural Program Board.**

* * *

● The **Washington Vocational Association,** at its recent annual meeting, approved a resolution calling upon Congress to approve the full $29,000,000 appropriation for vocational education, as authorized by the George-Barden Act passed by the 79th Congress.

AVA Life Membership Emblems

The L. G. Balfour Company, Attleboro, Massachusetts, has sent us quotations on AVA Life Membership emblems as follows:

10 carat gold with 10 carat pin and safety catch	$2.20
10 carat gold with 10 carat post	2.15
10 carat gold with plated safety pin and catch	1.75
10 carat gold with plated post	1.70
10 carat gold charm	1.60

Prices quoted do not include 20% Federal Tax and State Taxes where applicable.

Books and Bulletins

AGRICULTURE

Training Rural Leaders. Food and Agriculture Organization of the United Nations, 1201 Connecticut Ave., N. W., Washington 6, D. C. 136 pages, $1.50.

This FAO Study is concerned with a complete analysis of the Shantan Bailie School, Kansu Province, China. The Bailie Schools grew out of the Chinese industrial cooperative movement for the purpose of giving country boys a technical education and training for an effective program of rural reconstruction.

GENERAL

Visual Aids, by Gilbert G. Weaver and Elroy W. Bollinger. D. Van Nostrand Company, 250 Fourth Ave., New York, N. Y., 1949. 388 pages, $4.75.

Co-authored by Chairman Weaver of the AVA Committee on Research and Publications, this new book contains everything that a teacher should know about visual aids. A complete guide to the construction and use of all visual aids, it contains special sections on sources of materials and equipment. Examples of the aids and their uses are drawn from the field of vocational education.

Business-Sponsored Educational Materials. Committee on Consumer Relations in Advertising Inc., 420 Lexington Ave., New York, N. Y., 1949. 68 pages, $1.50.

Educational materials such as booklets, wall charts, models, and pictures are listed, described, and classified in this handbook. Many are available without cost.

Business-Sponsored Educational Films. Committee on Consumer Relations in Advertising, Inc., 420 Lexington Ave., New York 17, N. Y., 1949. 88 pages, $1.50.

More than 1,000 motion pictures and slide films are listed and described in this catalog. Many of these are available without cost. Conditions of availability are included.

Vocational Training of Adults in Belgium, International Labour Office, Geneva, Switzerland, 1949. 79 pages, 50 cents.

This is one in a series of monographs issued by the International Labour Office on vocational training and retraining in countries throughout the world. In the preparation of these monographs, the Office aims at making available to governments, employers, and field workers the experience of different countries in the organization of vocational training. Copies may be obtained from the Washington Branch, International Labour Office, 1825 Jefferson Place, N. W., Washington 6, D. C.

Educators Guide to Free Films, compiled and edited by Mary Foley Horkheimer, John W. Diffor, and John Guy Fowlkes. Educators Progress Service, Randolph, Wis., 1949. 355 pages, $5.00.

The ninth edition of a complete guide to free educational, informational and entertainment films, this volume includes subject index, film listings, cross index, title index, source index, and availability index.

Household Equipment, by Louis J. Peet and Lenore Sater Thye. John Wiley & Sons, Inc., 440 Fourth Ave., New York 16, N. Y., 1949. 418 pages, $5.00.

This is the third edition of a discussion of household equipment from all aspects—convenience, construction, durability—with special emphasis on the correct selection, arrangement, operation, and care of appliances.

1949-1950 Teaching Aids. School Service Department, Westinghouse Electric Corporation, 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa., 1949. 32 pages, free.

Materials described in this catalogue can be obtained free of charge or for a nominal sum. The teaching aids offered cover a wide range of subjects: nuclear physics, science, home making, social studies, agriculture, industrial arts, and radio.

TNT, by James O. Proctor, and G. Edward Griefzu. Delmar Publishers, Inc., Albany 1, N. Y., 1949. 96 pages, $1.25.

"Techniques, Notes and Tips for Teachers" is a manual of basic principles for teaching; pocket sized, and illustrated throughout with cartoons.

The Information Film, by Gloria Waldron. Columbia University Press, 2960 Broadway, New York 27, N. Y., 1949. 301 pages, $3.75.

Here is a survey of the potentialities of film as an instrument of education and information, as well as a description and an evaluation of present-day production and distribution.

The Aims of Education, by Alfred North Whitehead. A reprint of the original publication (The Macmillan Company, 1929). A Mentor Book, published by The New American Library, 245 Fifth Ave., New York 16, N. Y., 1949. 168 pages, 35 cents.

The general topic of this volume of essays is "education on its intellectual side," in the words of its late author, for many years Professor of Philosophy at Harvard University, Professor Alfred North Whitehead. This new American Library edition makes available at low cost one of the most important works in the field of education.

The Command of Words, by S. Stephenson Smith. Thomas Y. Crowell Company, 432 Fourth Ave., New York 16, N. Y., 1949. 305 pages.

Meant for the individual who wants to build a wide vocabulary, large enough to "permit judicious discarding," this story of word mastery is studded with hundreds of examples, tests and word games.

GUIDANCE

Personnel Standards in Recreation Leadership, a report by the Recreation Leadership Standards Committee. National Recreation Association, 315 Fourth Ave., New York 10, N. Y., 1949. 47 pages, 50 cents.

The primary purpose of this committee report is to help raise the level of local recreation leadership personnel. This booklet will be of interest to vocational guidance workers since it emphasizes the qualifications desirable for recreation employees.

Early School Leavers, by Harold J. Dillon. National Child Labor Committee, 419 Fourth Ave., New York 16, N. Y., 1949. 93 pages, $1.25 (5 to 9 copies, $1.00 each; 10 or more, 85 cents each).

This study of 1,300 early school leavers in five communities is an effort to find out why so many boys and girls leave school for employment before they complete their high school course. School records were examined in detail in order to bring to light information leading to an answer to the question of why they leave and what can be done about it.

Group Guidance, by Robert Hoppock. McGraw-Hill Book Co., 330 West 42nd St., New York 18, N. Y., 1949. 393 pages, $3.75.

This text has been written for the beginner who has been assigned some responsibility for group guidance and who wants to know what it is all about. Problems of orientation, educational guidance, and vocational guidance are thoroughly discussed.

You and Your Personality, by Esther Eberstadt Brooke. Harper & Brothers, 49 East 33rd St., New York 16, N. Y., 1949. 176 pages, $3.00.

Subtitled "A Guide to Effective Living," this volume is presented as an aid to the solution of the more personal phases of adjustment to rounded living.

Automotive Jobs in Yourtown, U. S. A. Published by the Service Section, General Motors Corporation, Detroit, Michigan, 1949. 39 pages, free.

This illustrated booklet outlines in narrative form the opportunity for good jobs and careers in the local automotive service and sales business.

Employment Outlook in Radio and Television Broadcasting Occupations, prepared by the United States Department of Labor, Bureau of Labor Statistics, in cooperation with the Veterans Administration, 1949. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 69 pages, 30 cents.

This bulletin No. 958 is one of a series of occupational studies conducted in the Bureau of Labor Statistics Occupational Outlook Branch for use in vocational counseling of veterans, young people in schools, and all others interested in choosing a field of work.

HOME ECONOMICS

Home Economics in Higher Education, edited by Ivol Spafford. American Home Economics Association, Washington, D. C., 1949. 181 pages.

This report clarifies the major purposes of departments of home economics. It describes characteristics of good departments and provides detailed criteria for the identification of the points of strength and weakness in college programs of home economics.

School Savings in the Social Studies. Education Section, U. S. Savings Bonds Division, Treasury Department, Washington, D. C., 1949. 32 pages, free.

Two study units are included in this booklet: "Learning How to Use Money Wisely" (for grades 4-7) and "Plans for Spending and Saving" (for grades 7-12). Copies may be obtained from State Savings Bonds Offices.

INDUSTRIAL

Alternating Current Machinery, by L. V. Bewley. The Macmillan Company, 60 Fifth Ave., New York, N. Y., 1949. 376 pages, $5.25.

This text presents a general method of analysis applied to the more important kinds of alternating current machinery. Certain general equations applicable to all electrical machines are developed. A general and comprehensive analysis is offered for the benefit of those who would pursue machine theory beyond an elementary point of view.

Technical Sketching and Visualization for Engineers, by Hyman H. Katz. The Macmillan Co., 60 Fifth Ave., New York, N. Y., 1949. 163 pages, $5.00.

Presented as the first complete guide to all types of technical sketches now used in industry, this volume presents in detail the techniques by which anyone can become adept in this universal language of engineering.

Modern Electric Clocks, by Stuart F. Philpott. Pitman Publishing Corporation, 2 West 45th St., New York, N. Y., 1949. 228 pages, $4.50.

Included in this manual for watch and clock makers are methods of repair and maintenance, a complete outline of the principles of clock systems, and points to be considered in the selection of suitable timepieces.

Saturating Core Devices, by Leonard R. Crow. The Scientific Book Publishing Co., 530 South 4th St., Vincennes, Ind., 1949. 373 pages, $4.95.

This book has been prepared in order to acquaint the elementary student in electric sciences with electric phenomena not to be found in convenient form elsewhere. A collection of simplified description of saturable core devices and applications is featured.

Radio Technology, by Ernest J. Vogt. Pitman Publishing Corporation, 2 W. 45th St., New York, N. Y., 1949. 556 pages, $6.00.

Bridging the gap between very elementary and specialized studies, this volume presents the necessary material for a complete understanding of radio phenomena as applicable to the work of the practical radio engineer. Illustrative problems and questions, based on the FCC *Study Guide,* are included.

The Connecticut Journal of Industrial Safety, edited by Everett W. Martin. Connecticut Safety Society, 15 Prospect St., New Haven, Conn. 16 pages.

This semi-annual journal is published by the Connecticut Safety Society "to promote the study of accident reduction and occupational disease control techniques, to analyze Connecticut's industrial accident experience; to advance industrial safety supervision to professional status."

Industrial Electronics, by Harold W. Ranney. Delmar Publishers, Albany 1, N. Y., 1949. 171 pages, $3.25.

Written for electricians, technicians, students, instructors, and others who wish to learn the fundamentals of vacuum tubes, this book covers the principles of operation of electronic tubes used in industry with particular attention to controlling electrically operated equipment by electronic tubes.

Alternating Current Fundamentals, by Clarence H. Bensman. Delmar Publishers, Albany 1, N. Y., 1949. 168 pages, $2.75.

A combined textbook and laboratory workbook, this new electrical text explains each different electrical principle and then verifies with laboratory experiments. Result sheets are included. Technical data are included in an appendix.

Industrial Training Abstracts, Roger M. Bellows, Editor. Wayne University Press, Wayne University, Detroit 1, Michigan. Single copies, 75 cents. Annual subscription, $2.00.

An abstracting service for personnel managers and training leaders, this quarterly journal is now in its third year of publication. It contains abstracts of current literature in the fields of training and related personnel methods. Approximately 70 abstracts appear in each issue. The Michigan Industrial Training Council collaborates with Wayne University in preparing, publishing, and financing this journal.

Weld Design, by Harry D. Churchill and John B. Austin. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1949. 216 pages, $5.00.

Recommended for publication by the Textbook Award Program of the James F. Lincoln Arc Welding Foundation, this volume is intended to fill a need for a work on welded machine-base design. The subject of weld design is treated from both the practical and theoretical standpoints.

INDUSTRIAL ARTS

Illustrated Woodworking Projects, by Thomas James Orr. D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass., 1949. 64 pages, $1.00.

Through construction photographs, this paper covered volume develops simple and complete instructions for making 14 woodworking projects. The correct use of standard shop equipment is also illustrated.

Educational Craftwork in Wood, by P. Yabsley. B. T. Batsford, Ltd., 122 East 55th St., New York 22, N. Y., 1949. 164 pages, $2.50.

Dealing with the problem of the small piece of work, this volume contains detailed instruction for such projects as well as photographs and drawings.

General Drafting, by Verne C. Fryklund and Frank Roy Kepler. McKnight & McKnight, Bloomington, Ill., 1949. 166 pages, $1.00.

Here is a revised edition of a text that contains instruction covering the fundamentals of drafting, based upon an analysis of the activity. Test questions of a study nature are included at the end of each unit.

The Craft of Ceramics, by Geza deVegh and Alber Mandi. D. Van Nostrand Company, 250 Fourth Ave., New York, N. Y., 1949. 143 pages.

A series of lessons in logical sequence covers, in this text, the fundamental techniques of the ceramic art—clay working, mold making, and the decoration of ceramic objects.

"The Vocational Aspect of Secondary and Further Education" is a new semi-annual British publication. Edited by A. J. Jenkinson, School of Education, University of Manchester, Manchester 13, England, this journal is devoted to the vocational element in secondary and higher education. It consists of 100 pages and sells for $.75 per copy.

OFFICE OCCUPATIONS

Business Education Index, published by the Instructional Materials Laboratory, School of Education, University of Michigan, Ann Arbor, Mich., 1949. 125 pages, $1.00.

This index lists the contents of about fifty books which are concerned with business education. Printed on punched paper so that it may be kept in a notebook, it has been prepared for use as a handy source of supplementary references.

The Business Helper, by Leslie C. Rucker. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1949. 138 pages, $2.00.

Prepared as a guide for the small businessman, this volume contains information on contracts, buying, selling, banking, etc.

AUDIO-VISUAL NOTES

Five Towns (27 minutes, rental—$3.75) is now available from British Information Services, 30 Rockefeller Plaza, New York 20, N. Y. This film shows the pottery industry as seen through the eyes of a young London girl who marries into a typical pottery family in England. It follows the whole process of making beautiful china from lumps of wet clay and shows that the skill of the modern potter is derived from generations of father to son instruction.

British Information Services has also released *Radio Service* (20 minutes, rental —$2.50). This is a clear and comprehensive picture of the radio and electronics industry in Britain. The manufacture and testing of radio sets is shown in all stages. Other sequences deal with the many ways in which radio heat is used in industry, medicine and other spheres.

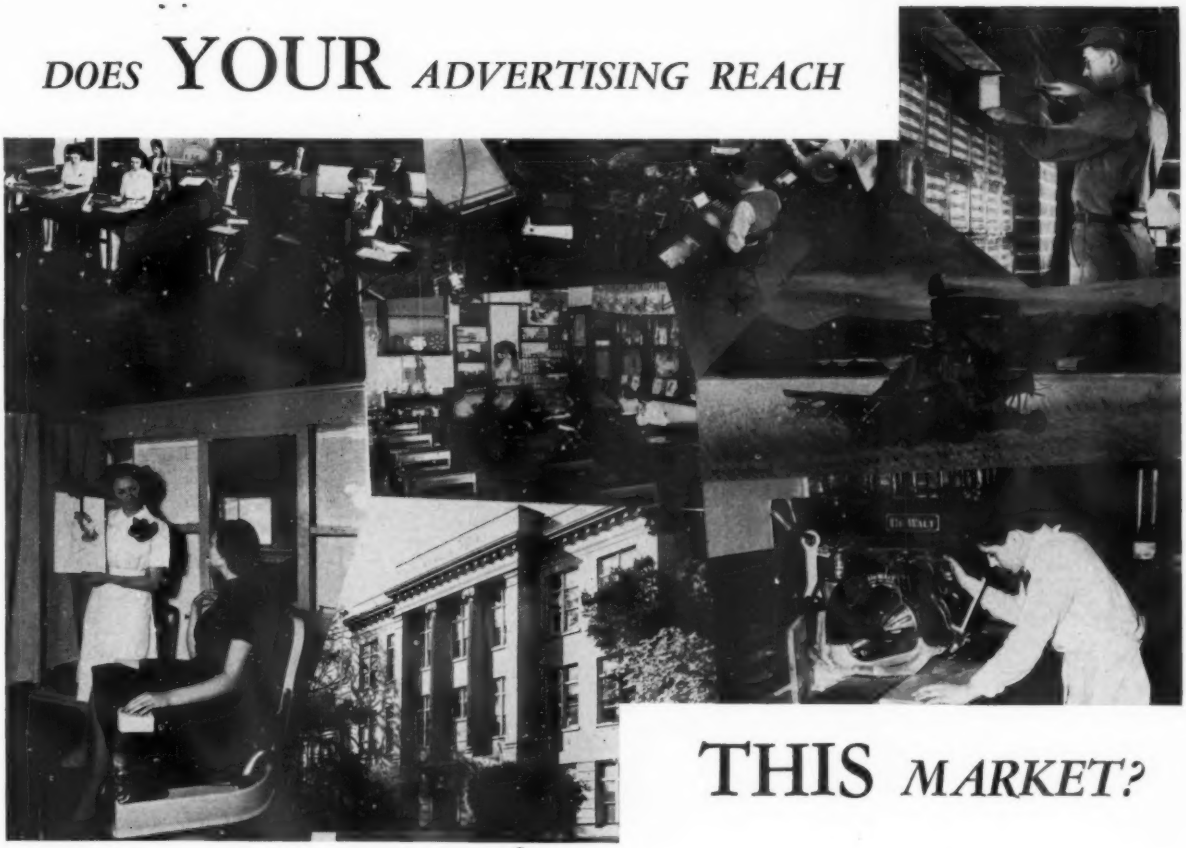
Copies of the booklet, *Handbook for the Audio-Visual Program,* may be obtained from the Audio-Visual Center, Indiana University, Bloomington, Indiana, for $1.00. A history of the Audio-Visual Instruction Directors of Indiana, this booklet also includes an account of the progress of audio-visual education in the state of Indiana.

A new teaching aid for classrooms is the Model OA4 Opaque Projector, manufactured by the Charles Beseler Company, 60 Badger Avenue, Newark 8, New Jersey. This projector accommodates an 8½" by 1" page both horizontally and vertically. It is fitted with a 22" focus low reflectance coated objective lens of 4" diameter and is equipped with two loose-leaf holders which may be obtained in various sizes.

"Good Things Happen over Coffee," 16mm, sound, 28 minutes, in color. Discussion guide furnished. Presented by Pan-American Coffee Bureau. Available free except for transportation from Association Films, 35 West 45th St., New York 19, N. Y.; 206 So. Michigan Ave., Chicago 3, Ill.; 3012 Maple Ave., Dallas 4, Tex.; 351 Turk St., San Francisco 2, Calif.

Prints of "This Is Nylon," a 29-minute motion picture in color, may be obtained free of charge from Nylon Promotion, E. I. du Pont de Nemours & Company, Wilmington 98, Delaware.

DOES YOUR *ADVERTISING REACH*



THIS *MARKET?*

★ ★ ★ ★ ★

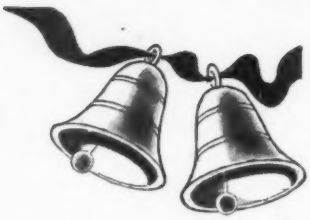
EVERY month in the school year the AMERICAN VOCATIONAL JOURNAL goes to more than 30,000 vocational school teachers, administrators, local and state school directors, and school board officials. These are the people who decisively influence or actually make decisions on school equipment and supplies. They live and work in every State in the Union. They are leaders in a basic institution—the American public school—and they are conscientious public servants. Are the facts about your products and services being effectively presented to them? The AMERICAN VOCATIONAL JOURNAL is *their* professional magazine. Why not look into the advantages its pages offer for *your* advertising?

Rate cards and complete information on advertising space and requirements available promptly on request. Write to AMERICAN VOCATIONAL ASSOCIATION, INC., 1010 Vermont Ave., N. W., Washington 5, D. C.

★ ★ ★ ★ ★

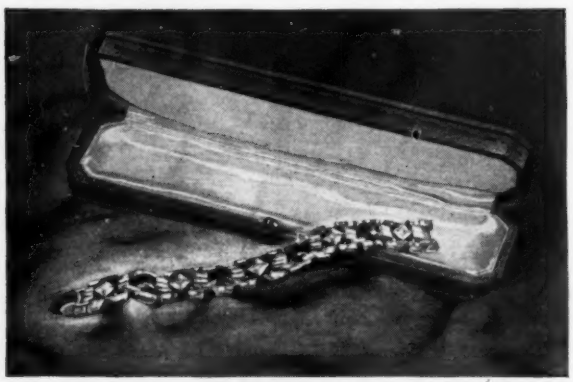
AMERICAN VOCATIONAL *Journal*

What other Christmas present can you name that...



. . . you wouldn't want to exchange

. . . comes in so handy on rainy days



. . . never wears out

. . . keeps increasing in value

. . . is so quick and easy to buy
. . . pleases everyone on your list
AND . . . gives itself all over again
(with interest) ten years later?

U.S. Savings Bonds

Automatic Saving is Sure Saving

Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.